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IDENTIFIERS *Arizona

ABSTRACT

This annual report of the Community Colleges of Arizona for Fiscal Year (FY) 2000-2001 offers individual statistics from each of the 10 community college districts in the state. Facts for the state system include the following: (1) the annual full-time equivalent enrollment for FY 2000-2001 was 97,588, the unduplicated headcount was 349,278, and the credit headcount for fall 2000 was 174,632; (2) 56% of students were female, 62% were white, non-Hispanic; 19% were Hispanic; 4% were black, non-Hispanic; 4% were American Indian or Alaskan Native; and 3% were Pacific Islander; (3) the instructional staff was 24% full time and 76% part time; and (4) district funds totaled $734 million from all sources, and expenditures totaled $756 million. Discussion sessions addressed the issue of dual enrollment, including national perspectives on the issue, the benefits of dual enrollment, funding issues pertaining to the public perception of "double dipping," and remedies developed to address the issues. The Board adopted the following action statements for 2001-2002: to sponsor/advocate a statewide initiative to address the coming critical shortage of K-12 teachers; to sponsor/advocate a statewide initiative to address the coming critical shortage of healthcare professionals; to improve the efficiency of the rule-making process; and to review community college district budgets and to fix tuition and fees. (NB)

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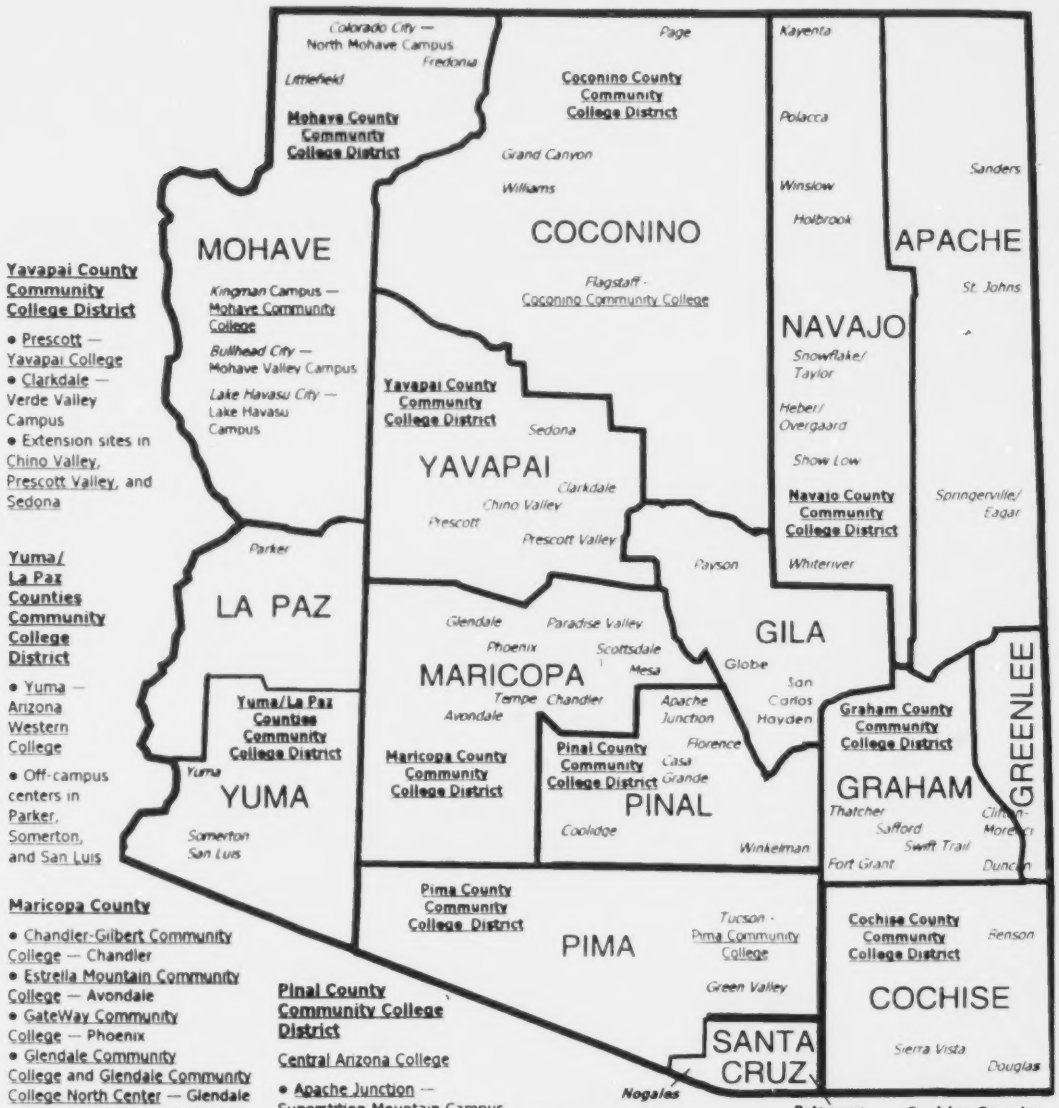
State Board of Directors for Community Colleges of Arizona

Annual Report to the Governor FY 2000-2001

Arizona Community College Campuses, Centers, and Extension Sites FY 2000-2001



Yavapai County Community College District

- Prescott — Yavapai College
- Clarkdale — Verde Valley Campus
- Extension sites in Chino Valley, Prescott Valley, and Sedona

Yuma/ La Paz Counties Community College District

- Yuma — Arizona Western College
- Off-campus centers in Parker, Somerton, and San Luis

Maricopa County

- Chandler-Gilbert Community College — Chandler
- Estrella Mountain Community College — Avondale
- GateWay Community College — Phoenix
- Glendale Community College and Glendale Community College North Center — Glendale
- Mesa Community College, Mesa Community College at Southern & Dobson, and Mesa Community College at Red Mountain — Mesa
- Paradise Valley Community College — Phoenix
- Phoenix College — Phoenix
- Rio Salado College — Tempe and other locations
- Scottsdale Community College — Scottsdale
- South Mountain Community College — Phoenix
- Maricopa Skill Center — Phoenix
- Maricopa Skill Center Southwest Campus — Avondale

Pinal County Community College District

Central Arizona College

- Apache Junction — Superstition Mountain Campus
- Additional programs offered in Florence and Casa Grande
- Coolidge — Signal Peak Campus
- Winkelman — Aravaipa Campus

Pima County Community College District

Greater Tucson is served by

- Community Campus
- Desert Vista Campus
- Downtown Campus
- East Campus
- West Campus
- Northeast, Northwest, and Southeast Community Learning Centers
- Center for Training and Development
- Services in Nogales, Santa Cruz County, provided by Pima County Community College District
- Services in Patagonia, Santa Cruz County, provided by Cochise County Community College District

Cochise County Community College District

- Cochise College — Main Campus, Douglas
- Cochise College — Benson Campus
- Cochise College — Sierra Vista Campus

Navajo County Community College District

Northland Pioneer College

Campus and Center Locations:

- Heber/Overgaard — Heber Center
- Holbrook — Painted Desert Campus
- Kayenta — Kayenta Center
- Polacca — Hopi Center
- Show Low — White Mountain Campus
- Snowflake/Taylor — Silver Creek Campus
- Whiteriver — Whiteriver Center
- Winslow — Little Colorado Campus
- Services provided in Sanders, Springerville/ Eagar, St. Johns and other locations in Apache Co. through Intergovernmental Agreement.
- Other programs provided throughout the Navajo, Hopi and White Mountain Apache reservations; Arizona Dept. of Corrections — Winslow; and Arizona Dept. of Corrections — Apache Co.

Graham County Community College District

Eastern Arizona College

Campus and Satellite Extension Center Locations:

- Thatcher — Main Campus
- Globe — Gila Pueblo Campus
- Payson — Payson Campus
- San Carlos — Satellite Center
- Hayden-Winkelman — Satellite Center
- Clifton/Morenci — Extension Center
- Duncan — Extension Center

Other programs provided at state/ federal corrections facilities:

- ADC — Safford, Fort Grant
- Federal — Swift Trail

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STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA

2020 N. CENTRAL AVENUE, SUITE 570 PHOENIX, ARIZONA 85004
TEL (602) 255-4037 FAX (602) 279-3464

October 29, 2001

The Honorable Jane Dee Hull
Governor
State of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Hull:

It is my distinct pleasure, on behalf of the State Board of Directors for Community Colleges of Arizona, to present you the *Annual Report to the Governor, FY 2000-2001* as required by A.R.S. §15-1427. This report includes a brief statement regarding the progress of Arizona's Community Colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. In addition, please find a copy of the *Statistical Supplement to the Annual Report*.

The State Board and I appreciate your continued support on behalf of Arizona's Community College system.

Sincerely,

Karen F. Rizk
Chairperson

State Board of Directors for Community Colleges of Arizona
2001 Executive Committee and Executive Director

Karen F. Rizk, Chair
Yavapai County
(Term: 1997-2004)

E. Conkie Hoover, Vice Chair
La Paz County
(Term: 1998-2005)

Lourdes Moreno-Jeong, Secretary
Santa Cruz County
(Term: 2000-2007)

Alfred R. "Bud" Anderson, Treasurer
Pinal County
(Term: 1999-2006)

Patrick K. Carlin, Immediate Past Chair
Mohave County
(Term: 2001-2008)

La Verl E. Ashcroft, Executive
Committee Member-at-Large
Apache County (Term: 1998-2005)

Donald E. Puyear, Ph.D.
Executive Director

2001 Board Members

Theorore C. Fichtl
Cochise County
(Term: 1995-2002)

Michael Guion Clifton
Coconino County
(Term: 1996-2003)

Steve Johnson
Gila County
(Term: 2000 - 2003)

Lois W. Claridge
Graham County
(Term: 1995-2002)

Dixie Zumwalt
Greenlee County
(Term: 1999-2006)

Nicholas S. Balich
Maricopa County
(Term: 1997-2004)

Thava T. Freedman
Navajo County
(Term: 2000-2007)

Oscar S. Lizardi
Pima County
(Term: 2001-2005)

Ronald S. Watson
Yuma County
(Term: 2001-2008)

Judy Gignac
Arizona Board of Regents
Representative

Ralph Romero
Superintendent of Public
Instruction Representative

Exiting Board Members FY 2000-2001

J. Peter Hershberger, Jr.
Pima County
(Term: 1998-2001)

Jennifer Mabry
Superintendent of Public
Instruction Representative

T. O. Beach
Yuma County
(Term: 1994-2001)

2001 Acknowledgments

Many individuals contributed to the preparation of the *Annual Report*. The following community college representatives are gratefully acknowledged for their assistance in the collection of data used in this report:

Marie Abram (Central Arizona College)
Louis Attinasi (Pima Community College)
Richard D. Balsley (Northland Pioneer College)
Luba Chliwniak (Cochise College)
Del Dawley (Cochise College)
Mary Day (Chandler-Gilbert Community College)
Rick DeGraw (Maricopa Community Colleges)
Lori Dugan (Eastern Arizona College)
Rod Fensom (Paradise Valley Community College)
Joe Fleischman (Mohave Community College)
Louise Gacioch (South Mountain Commmunity College)
Carol Gallegos (Coconino Community College)
Georgia Gudykunst (Maricopa Community Colleges)
Stephen Hill (Coconino Community College)
Tom Hughes (Yavapai College)
Cheryl Johnson (Arizona Western College)
Sue Kater (GateWay Community College)
Kelli Kerry Moran (Eastern Arizona College)
Althea C. Long (Scottsdale Community College)
Lynn Mary (Phoenix College)
Linda Miller (Rio Salado College)
Kimberly Mounts (Estrella Mountain Community College)
Krista Neis (Pima Cornmunity College)
Melody Reifsnyder (Yavapai College)
Everett C. Robinson (Northland Pioneer College)
Sam Robinson (Arizona Western College)
Barbara Thelander (Mesa Community College)
Patricia Rhodes Vogel (Glendale Community College)
Teresa Verbout (Central Arizona College)
John Wilson (Mohave Community College)

In addition, the Annual Report Team would also like to thank the State Board office staff for their time, effort, and cooperation in the production of this report.

Annual Report Team 2001
Pete Gonzalez
Carol Nau
Mary Jo Saiz
Claudia Schreiner
Carol Thompson

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For more detailed information about enrollment, finances and other data about the Arizona community colleges, please refer to the *Statistical Supplement to the Annual Report to the Governor, FY 2000-2001* also issued by the State Board.

Philosophy of Arizona's Community College System

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by and for the people. This can be best achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.

Further, the philosophy recognizes that education is a vital lifelong process that--like the society to which it responds--is never static nor completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and a variety of curricula. But each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or pre-professional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.

2. To provide occupational programs in technical, vocational and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.

3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.

4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.

5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.

6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democratic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

Adopted by the State Board of Directors for Community Colleges of Arizona on October 23, 1976.

Mission Statement of the State Board

The mission of the **State Board of Directors for Community Colleges of Arizona** is to provide for the governance, oversight, planning, and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona.

Adopted by the State Board of Directors for Community Colleges of Arizona on November 21, 1992. Reaffirmed: August 20, 1999.

Vision Statement of the State Board

We, the **State Board of Directors for Community Colleges of Arizona,** are dedicated to the principle that the citizens of this state must have access to a broad array of educational services through community colleges. We are guided by high ethical standards, a vision for the future of the state, and an appreciation of the broad cultural diversity of the citizenry. We are committed to the principles of responsible management of state resources and are innovators in planning for the future development of the state community college system.

We systematically assess the dynamic changes in higher education to foster modifications in policies and practices required for Arizona's community colleges to remain at the forefront of educational effectiveness. We focus on the current and future needs of individual students and the educational needs of the entire state. We are an effective force for unity within the system of community colleges as it prepares for the global and interdependent society of the twenty-first century.

In fulfilling our trust, we balance the responsibility to provide statewide governance and oversight with sensitivity to the responsibility of the District Governing Boards as stewards of the respective community college districts. We are the leading advocate for the community college system with the Legislature, the Executive Branch of Government, other state agencies, and with the public. We accept responsibility for the resources and mission entrusted to us by the citizens of Arizona.

Adopted by the State Board of Directors for Community Colleges of Arizona on June 18, 1994. Reaffirmed: August 20, 1999.

Arizona Community College
Progress Reports
FY 2000-2001

THE STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA
Dr. Donald E. Puyear, Executive Director
2020 North Central Avenue, Suite 570, Phoenix, Arizona 85004
Telephone: 602.255.4037 Fax: 602.279.3464 Website: http://www.stbd.cc.az.us

Major Accomplishments in 2000-2001

The State Board of Directors for Community Colleges of Arizona moved its central office to a new location – 2020 North Central Avenue, Suite 570, Phoenix, AZ 85004.

At the State Board, three upper-level managers retired this year:

- Mr. Don-Paul Benjamin, Associate Executive Director for Educational Services, retired in January, 2001. Mr. Gordon Hall, former Associate Executive Director for Educational Services, returned to the State Board Office on a part-time basis until the vacancy could be filled. Dr. Judith Doerr was appointed to the permanent position on July 1, 2001.
- Dr. Donald Puyear, Executive Director for the past nine years, retired on June 30, 2001; Mr. Pete Gonzalez, current Associate Executive Director for Community and Government Relations, was appointed to serve as Interim Executive Director until the selection of a permanent replacement.
- Mr. Thomas Saad, Associate Executive Director for Business and Financial Services, also retired on June 30, 2001.

The State Board ratified the Executive Committee's approval of a plan for the formation and establishment of the Santa Cruz County Provisional Community College District.

State Board/Office New Board Members

The State Board saw several new Senate confirmations this year. Steve Johnson (Gila County), Oscar S. Lizardi (replacing Peter J. Hershberger in Pima County), and Ron Watson (replacing T.O. Beach from Yuma County). Several current State Board Members were also re-appointed: Pat Carlin (Mohave County), Thava Freedman (Navajo County), and Lourdes Moreno-Jeong (Santa Cruz County). Jaime Molera, Superintendent of Public Instruction, appointed Ralph D. Romero as his Representative to the Board, replacing Jennifer Mabry.

Study and Issue Discussion Sessions

State Board Retreat: The State Board developed the following strategic directions with corresponding plans for meeting them: 1) Improve the credibility of the State Board, 2) Develop a series of statewide policy initiatives, and 3) Advocate publicly visible initiatives.

State Board Member Development on Dual Enrollment: The Board received a comprehensive presentation on dual enrollment. Staff discussed the national perspective on dual enrollment, benefits of dual enrollment, funding issues pertaining to the public perception of "double dipping," and remedies developed to address these issues. Also presented were the social costs and fiscal implications of eliminating dual enrollment, summarized as "Pay less now or pay more later."

Campus Site Visitations and Board Meetings

The August 2000 State Board meeting was conducted at Yavapai College. The State Board received a report on student population growth; non-credit, self-support classes; degree programs offered, and partnerships resulting in numerous graduate and undergraduate degrees.

The September 2000 State Board meeting was held at the Capitol Complex. The State Board heard a presentation by the Arizona School Facilities Board. The Board is charged with overseeing the building renewal funds; approving new construction and funding, and correcting building deficiencies of all Arizona schools.

In November 2000, the State Board met at Pima Community College. College staff discussed student services, the Center for Training and Development, business and industry training, adult basic education, administrative services and special projects, and partnerships with Northern Arizona University and the Tohono O'odham tribe.

The State Board and the Arizona Board of Regents held their second annual joint meeting on November 15, 2001. They reviewed the Joint Conference Committee Report on Articulation and Postsecondary Needs for transmittal to the Joint Legislative Budget Committee, and the Arizona Town Hall recommendations. The two boards also heard a presentation on the Governor's Task Force on Higher Education draft report and discussed common but separate initiatives such as workforce development, resource and business development, faculty salaries, capital needs, electronic technology, and accountability.

The January 2001 State Board meeting was conducted at Midwestern University. The State Board received a presentation on the history of Midwestern University. University staff provided a detailed description of the College of Osteopathic Medicine, Physician's Assistant Program, College of Pharmacy, Occupational Therapy, Bachelors of Biomedical Science Program, and the Graduate Education Program. The presentation was followed by a discussion on the initiative addressing the shortage of health care professionals.

The February 2001 State Board meeting was held at Mesa Community College. The State Board received a presentation on MCC's Student Assessment Program. College staff provided a description of student assessment as the measurement and documentation of the degree to which students are attaining specific learning outcomes defined and valued by faculty and the college community.

In April 2001, the State Board heard a presentation on Workforce Development Plans. Community college presidents from the eight rural districts and representatives from Maricopa and Pima Districts and Diné College presented Workforce Development Plans which outlined the purposes and goals for which Proposition 301 monies are to be expended.

The June 2001 State Board meeting was held at the Capitol Complex. The Board received an overview of the Arizona Learning Systems (ALS). The Chair of the Steering Committee spoke to the vision, mission, key characteristics, obligations, purpose, student institutional affiliation, and ALS Tenets and Guiding Principles. The presentation was followed by a report on the current status and future directions of ALS.

State Board Actions on Major Campus Projects

State Board authorized Pima County Community College District to issue Certificates of Participation in an amount not to exceed $10,000,000 for the purpose of refunding Certificates of Participation described as series 1992 A & B.

State Board Rules

- The State Board adopted changes to R7-1-307, "Inter-District Enrollment of Students," and its submission to the Attorney General's office for certification.
- The State Board adopted R7-1-709, "Community College Classes Offered in Conjunction with High Schools," as amended at Public Hearing.
- R7-1-712, "Providing Community College Credit Courses in Another Community College District" was certified by the Attorney General.
- The State Board approved the formal withdrawal of R7-1-801, "Student Activity Funds" from Attorney General review and certification.
- The State Board approved the rescission of the following Standards and Procedures: SP7-504, "Student Activity Funds," SP7-901, "Providing Services in an Unorganized County," SP7-902, "Providing Services in Another Community College District," and SP7-904, "Providing Services Via an Educational Technology Delivery Method and/or Correspondence."

Upcoming Issues for 2001-2002

Adopted the following action statements: 1) To sponsor/advocate statewide initiative to address the coming critical shortage of K-12 classroom teachers; 2) To sponsor/advocate statewide initiative to address the coming critical shortage of health care professionals; 3) To improve the efficiency of the rule making process; and 4) To review community college district budgets and fix tuition and fees.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		97,588
Annual Unduplicated Headcount		349,278
Fall 2000 Headcount (credit)		174,632
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	38,039	21.8%
Part-Time	136,593	78.2%
Total	174,632	100.0%
By Gender	**Fall 2000**	
Female	97,373	55.8%
Male	72,865	41.7%
Undeclared	4,394	2.5%
Total	174,632	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	2,378	1.4%
Black, non-Hispanic	6,501	3.7%
American Indian or Alaskan Native	7,044	4.0%
Asian or Pacific Islander	5,037	2.9%
Hispanic	33,760	19.3%
White, non-Hispanic	108,745	62.3%
Race/Ethnicity Unknown	11,167	6.4%
Total	174,632	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	2,249	23.6%
Part-Time Instructors	7,271	76.4%
Total	9,520	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$214,677,558
District Tax Levy		$362,609,364
State Aid (incl. Equalization)		$134,257,400
Tuition & Fees		$103,989,768
Grants & Contracts		$7,249,792
Transfers & Other Revenues		$113,304,624
Reserve for Future Acquisitions		($202,370,871)
Total		$733,717,635
District Expenditures FY 2000-2001		
General Fund Expenditures		$518,406,688
Capital Outlay Plant Fund		$176,791,914
Bond & Debt Redemption		$36,388,174
Bond & Debt Interest		$24,034,726
Total		$755,621,502

COCHISE COUNTY COMMUNITY COLLEGE DISTRICT
COCHISE COLLEGE
Dr. Karen Nicodemus, President
4190 West Highway 80, Douglas, Arizona 85607-6190
Telephone: 520.417.4056 Fax: 520.417.4006 Website: http://www.cochise.cc.az.us

Introduction

Cochise College was established in 1961 as the second community college in Arizona. The College currently operates two comprehensive campuses (Sierra Vista and Douglas) and four education centers (Benson, Willcox, Fort Huachuca and Douglas Prison) as well as an extended campus offering services throughout the county. The primary mission of the College is to provide education and opportunities for the citizens of Cochise County.

Major Accomplishments

During FY 2000-2001 the College experienced above average growth in on-line course instruction as well as at the Fort Huachuca Center. In partnership with the Sierra Vista Chamber of Commerce, the College hosted the first Techno Expo with 30 high tech employers and over 600 attendees. The Benson Center was built and opened, paid for by College and state funds, as well as fundraising efforts spearheaded by local citizens. The College and University of Arizona South implemented a joint elementary education degree pathway including an agreement for shared faculty. Cultural events sponsored by the College generated a total attendance of almost 5,900 individuals. Cochise College was selected as one of 23 partners in the eArmyU initiative. The College's RN program experienced the highest NCLEX (National Council of State Boards of Nursing) pass rate in Arizona at 91.4%.

Major Issues and Resolutions

As the College struggles to meet its mission with limited resources, Cochise College has become proactive in seeking external funding through governmental and private foundation funding sources. During the year, the College completed and submitted approximately 14 grant applications. After dealing with connectivity issues related to its rural location, the College was connected to the Arizona Learning Systems (ALS) interactive video (ITV) system during May, 2001. Proposition 301 funds will provide

the College with the resources to develop, deliver and assess workforce development initiatives within Cochise County.

Upcoming Issues for 2001-2002

Cochise College continues to support articulation and dual enrollment efforts locally and statewide to ensure that the best interests of the county are served through the continuation of this pathway to higher education. A strategic plan will be developed to address the updating and renovation of aging facilities; some buildings are now 30 years old. Over the next year, a master plan will be developed to address programmatic and facility issues. In the same vein, as the College has become more active in supporting community capacity building and community service, the College will also need to prioritize those services that will continue to be sustained through College resources. It will also try to locate financial partners for those activities that serve the community but need to be supported by additional funding sources. For example, the College's Center for Economic Research has garnered a reputation for excellence throughout the county and Southern Arizona, and the College will be seeking state, corporate and business partners to help sponsor the well received activities of the Center.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		3,528
Annual Unduplicated Headcount		9,875
Fall 2000 Headcount (credit)		4,258
By Full-Time or Part-Time	Fall 2000	
Full-Time	1,133	26.6%
Part-Time	3,125	73.4%
Total	4,258	100.0%
By Gender	Fall 2000	
Female	2,431	57.1%
Male	1,797	42.2%
Undeclared	30	0.7%
Total	4,258	100.0%
By Ethnic or Race Group	Fall 2000	
Non-Resident Alien	34	0.8%
Black, non-Hispanic	269	6.3%
American Indian or Alaskan Native	41	1.0%
Asian or Pacific Islander	152	3.6%
Hispanic	1,186	27.9%
White, non-Hispanic	2,386	56.0%
Race/Ethnicity Unknown	190	4.5%
Total	4,258	100.0%
Instructional Staff	Fall 2000	
Full-Time Instructors	93	22.6%
Part-Time Instructors	319	77.4%
Total	412	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$4,675,408
District Tax Levy		$8,441,641
State Aid (incl. Equalization)		$9,163,700
Tuition & Fees		$4,700,391
Grants & Contracts		$0
Transfers & Other Revenues		$2,080,856
Reserve for Future Acquisitions		$0
Total		$29,061,996
District Expenditures FY 2000-2001		
General Fund Expenditures		$23,197,877
Capital Outlay Plant Fund		$1,168,700
Bond & Debt Redemption		$185,000
Bond & Debt Interest		$117,931
Total		$24,669,508

COCONINO COUNTY COMMUNITY COLLEGE DISTRICT
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Introduction

Coconino Community College (CCC) celebrates 10 years of service to Coconino County residents. CCC serves a culturally diverse population, which includes portions of five Native American tribal reservations. Gateway to the Grand Canyon and Lake Powell recreational areas, CCC has campuses in Flagstaff and Page, and is building additional campuses in Flagstaff and Williams. CCC also serves Grand Canyon, Sedona, and Tuba City. The College's mission is to provide personalized and accessible opportunities in higher education by offering transfer, career and technical programs, and community interest courses.

Major Accomplishments in 2000–2001

Public relations efforts focused on CCC's Tenth Anniversary Campaign, involving the public in the plans for the Flagstaff Fourth Street campus, a fundraising feasibility study, and the visioning process. Special events included the CCC Foundation Annual Fundraising Banquet, Groundbreaking Ceremony for the Williams Campus, and State of the College address to Flagstaff Chamber members.

CCC continued working on the $25 million capital bond initiatives which voters approved in November 1997:

- The new 128,000 sq. ft. Flagstaff Lone Tree Campus and District Offices is 85 percent complete with classes expected to be offered in the Spring of 2002.
- The new 4,300 sq. ft. Williams Campus is being constructed adjacent to the Williams High School, and will have three classrooms with one equipped as a distance learning classroom.
- Architectural plans were completed for a 5,100 sq. ft. addition to the Page/Lake Powell Campus that would include distance learning facilities, a computer lab, classroom, and offices. Construction is scheduled to begin this fall.

The College reinforced its commitment to the community development of East Flagstaff. After the Lone Tree campus opens, the current Fourth Street facility will house technical training and certification opportunities in a variety of occupational areas. The new Technology Center will be designed to address the workforce training and economic development needs of the region.

CCC implemented distance learning initiatives to support student services, courses via the Web, installation of the Arizona Learning Systems interactive video (ITV) classroom at the Fourth Street Campus, and developed a district-wide ITV network plan.

CCC successfully launched five courses for Web delivery for Spring semester. 86 students (of the 106 initially enrolled) completed these courses, resulting in a retention rate that well exceeds the national standards for online instruction.

CCC continued to implement the professional development and distance learning activities funded by the College's five-year, $1.7 million Title III development grant award from the US Department of Education. These resources enabled faculty and staff to participate in training opportunities that resulted in

measurably improved job performance and student retention.

CCC saw a three percent increase in Full-Time Equivalent Student (FTSE) enrollment over 1999-2000 and a slight decrease in unduplicated headcount. There was an increase in the number of full-time students, $1,411,909 awarded in federal and college-based grants and scholarships, and increased scholarship opportunities for entering freshmen.

CCC developed a campus-wide plan for the assessment of program outcomes and of overall institutional effectiveness. The College adopted new statements of vision, mission, purposes, and values with widespread input from faculty, staff, students, governing board and the foundation board. A streamlined, three-year strategic planning process was developed and implemented. The process links the results of assessment to strategic planning for institutional improvement.

The Page/Lake Powell Campus entered into a partnership with Page Unified School District to offer continuing education credit workshops for teachers at all levels. 12 to 15 workshops will be offered each year. The Page/Lake Powell Campus initiated an apprenticeship program with Salt River Project—Navajo Generating Station.

Upcoming Issues for 2001-2002

Complete the Flagstaff Lone Tree Campus and District Offices, the Williams Campus, the Page/Lake Powell Campus addition and the Flagstaff Fourth Street Campus and Technology Center remodeling. Hire and retain quality employees for numerous vacancies. Further emphasize employee training and development. Continue to upgrade networks. Develop and deliver nine new online courses. Establish a district-wide, six-site videoconferencing network to serve outlying communities. Plan and develop student services for distance learners. Achieve continued accreditation with the North Central Association. Continue the integration of institutional effectiveness and assessment with the institution's strategic planning processes.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		1,652
Annual Unduplicated Headcount		5,720
Fall 2000 Headcount (credit)		3,580
By Full-Time or Part-Time	Fall 2000	
Full-Time	600	16.8%
Part-Time	2,980	83.2%
Total	3,580	100.0%
By Gender	Fall 2000	
Female	2,125	59.4%
Male	1,454	40.6%
Undeclared	1	0.0%
Total	3,580	100.0%
By Ethnic or Race Group	Fall 2000	
Non-Resident Alien	0	0.0%
Black, non-Hispanic	61	1.7%
American Indian or Alaskan Native	595	16.6%
Asian or Pacific Islander	55	1.5%
Hispanic	299	8.4%
White, non-Hispanic	2,540	70.9%
Race/Ethnicity Unknown	30	0.8%
Total	3,580	100.0%
Instructional Staff	Fall 2000	
Full-Time Instructors	22	11.9%
Part-Time Instructors	163	88.1%
Total	185	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$26,689,136
District Tax Levy		$5,707,243
State Aid		$3,444,100
Tuition & Fees		$2,354,157
Grants & Contracts		$0
Transfers & Other Revenues		$1,648,116
Reserve for Future Acquisitions		($8,250,000)
Total		$31,592,752
District Expenditures FY 2000-2001		
General Fund Expenditures		$8,780,356
Capital Outlay Plant Fund		$17,267,865
Bond & Debt Redemption		$715,000
Bond & Debt Interest		$1,221,625
Total		$27,984,846

GRAHAM COUNTY COMMUNITY COLLEGE DISTRICT
EASTERN ARIZONA COLLEGE
Mr. Gherald L. Hoopes, Jr., President
3714 West Church Street, Thatcher, Arizona 85552
Telephone: 928.428.8231 Fax: 928.428.8462 Website: http://www.easternarizona.com

Introduction

Eastern Arizona College (EAC), founded in 1888, serves the 96,850 residents of three eastern Arizona counties—Graham, Greenlee and Gila. In addition to the main campus in Thatcher and campuses in Globe and Payson, the College delivers educational programs at 15 other primary locations.

During the 2000-2001 academic year, EAC enrolled 4,768 students in Graham County; 4,683 students in Gila County; 390 students in Greenlee County; and 849 students in prison programs, for a total of 10,690 students district-wide. EAC's students range in age from 8 to 95 with an average student age of 38. EAC's 2000-2001 operational cost per Full-Time Equivalent Student (FTSE) enrollment was $4,823.

Major Accomplishments in 2000-2001

- Began construction on EAC's Middle Campus expansion, which when completed, will add a One-Stop Student Services Building, an Academic Programs Building and a Carillon Bell Tower to the Thatcher Campus. The largest single building project in the College's history will add 93,000 square feet to the campus. Northern Arizona University (NAU) will share in construction costs of the Student Services Building and lease space to house NAU Programs. Web cameras positioned to monitor construction progress are at: <http://www.easternarizona.com/Community.htm>.
- Improved Gila County sites including the addition of two lecture rooms and a Learning Resource Center with 20 computers and the renovation of three classrooms at the Gila Pueblo Campus in Globe. EAC also added a two classroom modular building at the San Carlos Satellite Center and completed significant facility and landscaping renovations at this site located on the San Carlos Apache Reservation.
- Implemented DARS (Degree Audit Reporting System) Software to enhance student advising and provide automated graduation requirement checking. The system has been enthusiastically received by students and staff.
- Achieved a 100% student pass rate on the Basic EMT National Registry Examination.
- Graduated EAC's fifth Associate Degree Nursing class.
- Renewed community college services for residents of the Tonto Basin and Punkin Center in Gila County.
- Added wireless computer networking capability to the Thatcher Campus Administration Building.
- Improved district network security with the installation of upgraded firewalls at both the Thatcher and Gila County campuses.

Upcoming Issues for 2001-2002

- Maintaining a stable funding base, including equalization.

- Implementing EACNet, an interactive television system, which will connect the Thatcher Campus to various Graham County High Schools as well as EAC's Gila County campuses in Globe and Payson. When completed, the technology will allow increased sharing of instructional resources, provide additional educational opportunities for high school students in Graham County, and increase course offerings at all EAC Campuses.

- Installing the PowerFAIDS Web module, software which will provide student Internet access to information regarding their financial aid file and awards. Installation is anticipated during the Fall 2001 Semester. Additionally, programming is ongoing to allow further services to students via the web including the ability to run degree audits online using DARS, register or drop/add classes, check for openings in specific classes, review grades from any semester and pay tuition and fees. All new student services software will be designed to complement the operation of the One-Stop Student Services Building being constructed on the Thatcher Campus.

- Preparing to upgrade email, office management, and collaboration services using Microsoft Exchange software. Anticipated completion is December, 2001.

- Providing a Nursing Assistant Certificate Program for area high school students through the Gila Institute For Technology, a recently voter-approved, K-12, joint technological school district.

- Responding to requests, EAC will provide enhanced education services for service area high schools.

- Reinstating an Office Technology cluster of courses for Graham County Employment and Training through the Workforce Investment Act (WIA).

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		3,191
Annual Unduplicated Headcount		10,690
Fall 2000 Headcount (credit)		6,355
By Full-Time or Part-Time	Fall 2000	
Full-Time	1,499	23.6%
Part-Time	4,856	76.4%
Total	6,355	100.0%
By Gender	Fall 2000	
Female	3,640	57.3%
Male	2,715	42.7%
Undeclared	0	0.0%
Total	6,355	100.0%
By Ethnic or Race Group	Fall 2000	
Non-Resident Alien	21	0.3%
Black, non-Hispanic	105	1.7%
American Indian or Alaskan Native	557	8.8%
Asian or Pacific Islander	54	0.8%
Hispanic	1,110	17.5%
White, non-Hispanic	4,349	68.4%
Race/Ethnicity Unknown	159	2.5%
Total	6,355	100.0%
Instructional Staff	Fall 2000	
Full-Time Instructors	80	28.7%
Part-Time Instructors	199	71.3%
Total	279	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$20,598,669
District Tax Levy		$1,856,374
State Aid (incl. Equalization)		$13,527,400
Tuition & Fees		$2,879,753
Grants & Contracts		$2,715,160
Transfers & Other Revenues		($260,477)
Reserve for Future Acquisitions		($17,941,492)
Total		$23,375,387
District Expenditures FY 2000-2001		
General Fund Expenditures		$15,387,714
Capital Outlay Plant Fund		$2,782,844
Bond & Debt Redemption		$0
Bond & Debt Interest		$0
Total		$18,170,558

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MARICOPA COMMUNITY COLLEGES
Dr. Fred Gaskin, Chancellor
District Offices: 2411 West 14th Street, Tempe, Arizona 85281
Telephone: 480.731.8719 Fax: 480.731.8219 Website: http://www.maricopa.edu

Introduction

"The Maricopa Community Colleges strive to exceed the changing expectations of our many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement and the efficient use of resources. We are a learning organization guided by our shared values." *(Vision Statement, Maricopa Community Colleges)*

Comprehensive, affordable, accessible -- and with an emphasis on future jobs and transfer of credits for students -- the Maricopa Community Colleges are a national model in higher education. Composed of 10 individually accredited colleges, two skill centers and numerous education sites, the Maricopa County Community College District is among the nation's largest multi-college community college systems with a 5.14% growth in student enrollment over the past year. More than 264,000 students enroll in credit or non-credit, special interest courses annually. The Maricopa Community Colleges are the largest providers of postsecondary education in Arizona and play a profound role in higher education. For example, students with Maricopa Community Colleges transfer credit comprise nearly 50% of Arizona State University's (ASU) undergraduates and Maricopa Community Colleges' transfer students comprise nearly 45% of Baccalaureate recipients from ASU Main.

The Maricopa Community College District offers 8,439 credit courses in academic and occupational areas on its 10 campuses, skill centers and more than 250 off-campus locations. Over 50% of the students report they are employed, half of them full-time. Students range from ages 13 to 92. The past decade has seen a substantial growth in younger students. In 1990, 42% of Maricopa Community College students were under age 24. That percentage has grown to 52% with most of the growth (27%) among students aged 15-19. More than 6,900 students taking credit courses are over age 50. The diversity of the student population is a strength and reflects the egalitarian roots of community colleges in America.

Students may earn certification in a broad array of occupational courses in fields such as welding, air conditioning repair, health care, automotive repair, and microchip processing. Extensive partnerships with business and industry add impact and opportunities for thousands of students and modern technology in the classroom while convenient distance learning formats add to students' marketable skills. The Maricopa Community Colleges train people to earn a living and give many students their first opportunity for success.

This multi-faceted district serves many students in need. From tutoring centers at each college to classes in English as a Second Language; from GED training to re-entry classes for displaced workers and those re-careering or leaving welfare, this system strives to serve all. A large percentage of students receive public and private financial aid with the Maricopa Foundation assisting many students with full or partial scholarships.

The Maricopa Community Colleges are proud to offer strong general education programs, as well. The colleges believe that every class contains a potential author, doctor, painter, physicist or teacher -- people who will transfer to four-year institutions to continue their academic journey. The Maricopa Community Colleges strive to have top-notch faculty who specialize in their fields of interest and endeavor -- whether full-time faculty or adjunct faculty.

Challenges, Opportunities for the Maricopa Community Colleges

This fast growing district strives to keep pace with the ever expanding population of Maricopa County, which includes metropolitan Phoenix -- always cited as one of the nation's fastest growing areas. To keep abreast, the Maricopa Community Colleges have increased classroom space for students and constructed and renovated buildings, labs and high-tech centers designed and equipped

to ensure success for all. The dedication and opening of new centers and campuses include South Mountain Community College at Guadalupe, Glendale Community College North and Mesa Community College at Red Mountain.

The District's five-member, elected Governing Board continues to evaluate and refine its goals for the District. Operating under a model of governance that is designed to foster trustee accountability, the Governing Board has adopted priority goals for its constituents (citizens, students, public and private sectors, universities, elementary and secondary schools). The Governing Board has a total of 13 goals that it considers as priorities in serving constituents. These goals fall under the categories of University Transfer Education and General Education, Developmental Education, Workforce Development, Student Development Services, Continuing/Community Education, Diversity and Teacher Education. Each year, the Board reviews the total listing of goals and selects certain ones for institutional planning purposes.

For fiscal year 2001-2002, goals that focus on postsecondary student competencies, the transfer of students to baccalaureate degree granting institutions, programs and services that support student learning, developmental education, and occupational programs and courses were selected as Board Goal Priorities. These same goals were retained for fiscal year 2002-2003 planning, with the addition of diversity and teacher education as areas of focus.

The Governing Board continues to host Strategic Conversations with students, community members, the business sector and employees. These open forums bring to light important issues within the district and highlight excellent practices that may be modeled. Based on issues brought to the Board, the Board is in the middle of an ambitious 18-month planning process to develop a Strategic Plan for the entire district.

As Chancellor, Dr. Fred Gaskin has implemented new initiatives in the areas of teacher education and faculty recruitment with a special emphasis on diversity. Utilizing broad, national searches to locate the best administrators and faculty, Dr. Gaskin is committed to insuring that leadership, administration, staff and faculty are reflective of the community we serve. Under Dr. Gaskin's leadership, the District has taken an aggressive approach to meeting the shortage of qualified teachers faced by Arizona's K-12 educational system. Garnering national attention, Dr. Gaskin has forged an alliance of the public education community, corporate leadership, community activists and the League for Innovation to develop a coordinated, long-term solution to the projected teacher shortage.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		56,433
Annual Unduplicated Headcount		197,432
Fall 2000 Headcount (credit)		105,890
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	22,506	21.3%
Part-Time	83,384	78.7%
Total	105,890	100.0%
By Gender	**Fall 2000**	
Female	57,101	53.9%
Male	44,876	42.4%
Undeclared	3,913	3.7%
Total	105,890	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	1,641	1.5%
Black, non-Hispanic	4,674	4.4%
American Indian or Alaskan Native	2,896	2.7%
Asian or Pacific Islander	3,693	3.5%
Hispanic	17,967	17.0%
White, non-Hispanic	68,046	64.3%
Race/Ethnicity Unknown	6,973	6.6%
Total	105,890	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	1,280	25.7%
Part-Time Instructors	3,692	74.3%
Total	4,972	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$94,939,226
District Tax Levy		$221,611,543
State Aid		$56,245,200
Tuition & Fees		$58,124,177
Grants & Contracts		$0
Transfers & Other Revenues		$52,798,779
Reserve for Future Acquisitions		($107,537,956)
Total		$376,180,969
District Expenditures FY 2000-2001		
General Fund Expenditures		$290,140,913
Capital Outlay Plant Fund		$99,287,570
Bond & Debt Redemption		$15,087,708
Bond & Debt Interest		$14,626,936
Total		$419,143,127

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
CHANDLER-GILBERT COMMUNITY COLLEGE
Ms. Arnette Ward, President
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Introduction

Chandler-Gilbert Community College (CGCC), a unit of the Maricopa County Community College District, was created in 1985 to serve the educational needs of the rapidly growing population in the Southeast Valley of the Phoenix Metropolitan Area. CGCC has a Pecos Campus, as well as two extension sites: the Williams Campus and the Sun Lakes Education Center.

Major Accomplishments in 2000-2001

In 2000-2001, faculty and students won major awards. The National Institute for Staff and Organizational Development recognized Sharon Fagon, English faculty, for excellence in teaching. Scott Adamson, mathematics faculty, received the INPUT (Innovative Progress Using Technology) Award from the American Mathematical Association of Two-Year Colleges.

Lisa Morse and Ricky Turner, were named to the 2001 All-Arizona Academic first place team. Ms. Morse was also named a Centennial Scholar, and selected for the All-USA first team. Both the American Association of Community Colleges and *USA Today* sponsor this activity.

Albert Cornejo placed first in Aviation Technology Maintenance at the Arizona VIVA Convention and went on to the nationals. Connie Jones won first place in the Maricopa Community College Solo Vocal competition, while CGCC's Jazz/ Madrigal Choir placed first in the Jazz Vocal Ensemble competition. CGCC's Women's Volleyball Team placed 5th nationally at the National Junior College Athletic Association Division II tournament.

CGCC continues its tradition of community service with the 10th annual *Into the Streets* program in which more than 500 students worked in 20 community agencies. Jon Davis and Hillary Davis organized a book drive, which provided over 5,000 books to community agencies to combat adult illiteracy. The Office of Student Life raised money for children's books. The International Cultural Exchange Club began a college recycling program that provided funds for four scholarships.

Major Issues and Resolutions in 2000-2001

Significant growth continues to be the major issue for the College. To accommodate this growth the College is increasing its facilities, programs, courses, and services.

The Performing Arts Center is currently under construction and will open in Fall, 2001. The Student Center is scheduled to open in December, 2002.

The expansion of the formal degrees and certificates include the following: an Associate in Transfer Partnership (ATP) degree was developed with ASU-East in Elementary Education, which provides an emphasis on computer technology; and CGCC's Institute for Information Technology added an Associate of Applied Science (AAS) degree in Microsoft

Certified Database Administration. Media Arts added two certificate programs, one in Computer Illustration and a second in Digital Imaging (Photography). The Wellness, Health, Nutrition, and Physical Education Division added these degrees: an ATP in Exercise Science and Physical Education with ASU-Main; an ATP in Exercise Science and Wellness with ASU-East; and an AAS in Dietetic Technology. In addition this division offers the American College of Sports Medicine's Health/ Fitness Instructor and Exercise Specialist certification exams.

The College is developing a more comprehensive curriculum; maintaining and expanding its ties with business and industry; expanding the Continuing Education program; and adding sports to the athletic program. A Community Band joined the Orchestra, Jazz Band, and Jazz Choir programs. Continuing Education worked with local school districts, cities, community agencies, and business and industry. It held summer classes for gifted children in science, mathematics, and aviation; Spanish classes for employees of the Chandler Unified School District; and English-as-a-Second Language classes for local businesses. Baseball was added to the athletic program.

Student services expanded access to the Course Applicability System (CAS), which allows students to determine how their courses transfer to universities. The Learning Center expanded tutoring services. The Career Center established an online Web site to assist students in finding employment. Linked to the Maricopa Recruiter, this service lists between 600-800 jobs every day.

Upcoming Issues for 2001-2002

The most significant issue for CGCC continues to be growth. Over the last five years the College has grown by 77.4% in terms of fiscal year Full-Time Equivalent Student (FTSE) Enrollment. Growth in individual years was also significant: 9.9% in 1997-98; 13.5% in 1998-99; 15.2% in 1999-2000; and 16.9% in 2000-01. The challenge to the College is to rapidly increase its programs, curriculum, and services while maintaining quality. Since population growth in the Southeast Valley is projected to remain extremely high, the College will continue to experience very rapid enrollment growth.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		2,927
Annual Unduplicated Headcount		10,038
Fall 2000 Headcount (credit)		6,217
By Full-Time or Part-Time	Fall 2000	
Full-Time	1,359	21.9%
Part-Time	4,858	78.1%
Total	6,217	100.0%
By Gender	Fall 2000	
Female	3,156	50.8%
Male	2,836	45.6%
Undeclared	225	3.6%
Total	6,217	100.0%
By Ethnic or Race Group	Fall 2000	
Non-Resident Alien	52	0.8%
Black, non-Hispanic	144	2.3%
American Indian or Alaskan Native	132	2.1%
Asian or Pacific Islander	232	3.7%
Hispanic	921	14.8%
White, non-Hispanic	4,432	71.3%
Race/Ethnicity Unknown	304	4.9%
Total	6,217	100.0%
Instructional Staff	Fall 2000	
Full-Time Instructors	82	29.4%
Part-Time Instructors	197	70.6%
Total	279	100.0%

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
ESTRELLA MOUNTAIN COMMUNITY COLLEGE
Dr. Homero Lopez, President
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Telephone: 623.935.8000 Fax: 623.935.8008 Website: http://www.emc.maricopa.edu

Introduction

Estrella Mountain Community College (EMCC) is a progressive academic institution providing educational opportunities and support services to the residents of western Maricopa County. The College currently serves a rapidly expanding population of 220,000, which is expected to reach a half-million (500,000) people by 2020.

Major Accomplishments, Issues, and Resolutions in 2000-2001

Estrella Mountain Community College continued to demonstrate steady growth in student enrollment and has distinguished itself through the following:

- Received a National Science Foundation (NSF) grant to surface and implement best practices to improve Hispanic student success in science, mathematics, engineering and technology.
- April, 2001: Estrella Mountain hosted a national symposium for two-year Hispanic Serving Institutions (HIS) under the auspices of the National Science Foundation (NSF). The symposium supports best practices and leads to the development of guidelines to facilitate improvement in math, science, engineering and technology among Hispanic students.
- Summer, 2001: 29 Hispanic, high school graduates attended the College's NSF Summer Bridge Program in mathematics and science. All 29 students are college bound, with seventy-percent (70%) achieving grades of B or higher in their classes.
- Received a $2.2 million dollar Title V grant from the U.S. Department of Education. The second highest award in the nation, the grant runs for five years and expands capacity to serve Hispanic and low-income students.
- Awarded a first place, regional award for its teacher preparation program, *inspire.teach*, from WESTMARC, an advocacy organization recognizing outstanding contributions to the development of western Maricopa county.
- Awarded a national Paragon Award from the National Council of Marketing & Public Relations for its car raffle scholarship fundraiser.
- Assumed administrative leadership of the SouthWest Skill Center (SWSC), and produced a 49% enrollment increase in six months.
- Received *Classroom of the Future* designation for its innovative Center for Teaching & Learning by the *League for Innovation in Community Colleges*.

- Partnered with the Estrella Rotary Foundation to raise $70,000 in endowed scholarship funds.
- Celebrated two students named to the 2001 All-Arizona Academic Team.
- Offered the first advanced certification track of Cisco training in the Maricopa County Community College District.
- Celebrated biology faculty member's receipt of a *2001 Excellence Award* from the National Institute for Staff and Organizational Development (NISOD).
- Received an *Innovation of the Year* award for its customer service initiative, "One-Stop Enrollment."

Upcoming Issues for 2001-2002

Estrella Mountain Community College is committed to the following:

- Pursuing a 10-year accreditation from the North Central Association (NCA) of Colleges and Schools, Commission on Institutions of Higher Education. Initial 5-year accreditation was granted in 1997.
- Implementing first year activities and strategies of Title V grant.
- Completing final building project, expansion of Komatke Hall, of the 1994 Maricopa Community Colleges' bond initiative.
- Achieving its initial goal for endowed scholarship funds of $ 250,000.
- Launching an information technology readiness project for the unemployed and underemployed funded by a Proposition 301 allocation.
- Expanding occupational, technology and industry certification programs in response to workforce training demand.
- Creating E-learning and Fine Arts Task Forces to plan the College's long-term future in these areas.
- Updating the college's original masterplan in preparation for district-wide bond planning.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		1,911
Annual Unduplicated Headcount		7,441
Fall 2000 Headcount (credit)		4,300
By Full-Time or Part-Time	Fall 2000	
Full-Time	647	15.0%
Part-Time	3,653	85.0%
Total	4,300	100.0%
By Gender	Fall 1999	
Female	2,470	57.4%
Male	1,703	39.6%
Undeclared	127	3.0%
Total	4,300	100.0%
By Ethnic or Race Group	Fall 2000	
Non-Resident Alien	47	1.1%
Black, non-Hispanic	206	4.8%
American Indian or Alaskan Native	69	1.6%
Asian or Pacific Islander	139	3.2%
Hispanic	1,163	27.0%
White, non-Hispanic	2,463	57.3%
Race/Ethnicity Unknown	213	5.0%
Total	4,300	100.0%
Instructional Staff	Fall 2000	
Full-Time Instructors	44	28.0%
Part-Time Instructors	113	72.0%
Total	157	100.0%

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GATEWAY COMMUNITY COLLEGE

Dr. Fred Gaudet, Acting President
108 North 40th Street, Phoenix, Arizona 85034-1795
Telephone: 602.392.5180 Fax: 602.392.5329 Website: http://www.gwc.maricopa.edu

Introduction

Established in 1968, GateWay Community College is a comprehensive public institution of higher education. GateWay offers career-oriented and university transfer courses and programs that respond to student learning needs and the ever-changing workplace demands of the surrounding business community.

Major Accomplishments in 2000-2001

- **Re-Accreditation** – GateWay received 10 years continued accreditation from the North Central Association of Colleges and Schools.
- **Student Success** – GateWay Community College awarded 250 Associate Degrees and 599 Certificates of Completion.
- **Cisco** – GateWay has been named a Cisco Regional Academy, and during the 2000-2001 academic year, completed construction of a new Cisco Academy facility.
- **Service Learning** – GateWay has received national recognition for its service-learning initiatives. The "cooler-start-up" program received honorable mention from the editors of the 2000 edition of Time Magazine/ Princeton Review's "The Best College For You." Service-learning is integrated throughout the curriculum in a number of programs and disciplines.
- **NIMS Certification** – GateWay has received approval for Level 1 certification by the National Institute for Metalworking Skills (NIMS) and is currently pursuing Level II certification.
- **New Program** – The National Alternative Fuels Training Consortium has selected GateWay as a National Training Center.
- **Accelerated Nursing** – In response to the nursing shortages, GateWay's highly successful Nursing Program will begin offering an accelerated program, which will allow students who qualify to complete the Nursing Program in 16 months, rather than the traditional 24 months and be job ready 8 months earlier.
- **Interactive CD-ROM** – The College has developed an interactive CD-ROM which allows students to take an online tour of the campus, link to the College Web site, register online, apply for financial aid and request more information.
- **Student Honors** – GateWay Community College students, Tonya Orick and Beth Saltzman, have been selected for the 2001 All-Arizona Academic Teams, a competition that recognizes outstanding community college students for their commitment to education and community service.
- **Architectural Award** – The Center for Health Careers Education was recently awarded the prestigious Louis I. Kahn Citation by *American School and University Magazine*. A panel of educational administrators and architects from across the country selected GateWay as one of two citation award winners honoring top postsecondary projects.
- **Program Accreditation** – The Physical Therapist Assisting Program was reaccredited for the maximum eight years by the Commission on Accreditation in Physical Therapy Education.
- **Athletics** – GateWay has received necessary approvals to begin athletic competition in Fall, 2002. The College will kickoff six teams in three sports - men's/women's cross-country, golf and tennis. The College eagerly anticipates the recruitment of its GateWay Gecko student athletes.
- **Trio Grant** – GateWay was awarded a Student Support Services grant to enable the College to serve 160 students who are first generation college, low-income, academically challenged, and/or disabled. The students will receive counseling, advising, tutoring, university transfer, and financial aid assistance. The goal is to have each student

complete a program at GateWay and transfer to a university.

- **Refugee Students** – The Maricopa Skill Center continues to serve the Valley's refugee population. Last year the Skill Center drew students from over 50 countries, speaking 26 languages. The students had a completion rate of 97% with an employment rate of over 90%, while earning wages which exceeded the national average.

- **Transportation** – The Maricopa Skill Center's free transportation system continues to be an important factor in training the Valley's unemployed population. Skill Center buses travel almost 1,000 miles to bring over 100 students to class every day.

Major Issues and Resolutions in 2000-2001

- **NCA Accreditation** – The College was awarded the maximum 10 years continued accreditation by the Commission on Higher Learning, a Commission of the North Central Association of Colleges and Schools.

- **Construction/Remodeling** – Good planning and careful spending allowed the College to begin construction of a new wing and remodeling of existing facilities by utilizing remaining bond dollars following the completion of the Center for Health Careers Education.

- **Faculty** – The College received funding for two additional full-time faculty who will be hired for the 2001-2002 academic year.

- **General Education Assessment** – The College implemented a new plan for the assessment and evaluation of general education outcomes.

- **Program/Course Offerings** – The College continued exploring alternative delivery of courses and expand course and program offerings to meet the needs of students and business and industry clients.

Upcoming Issues for 2001-2002

- **Presidential Search** – The College will continue its search for a President to match the unique needs of GateWay and the surrounding community.

- **Classroom Space** – Enrollment is increasingly constrained by lack of adequate classroom space, particularly for evening programs.

- **Master Planning** – GateWay is engaged in district-wide master planning efforts to update facility plans, improve campus aesthetics, and optimize resource utilization.

- **International Students** – Providing services for increasing numbers of international students will continue to be an issue requiring integration of programs and services across the College. GateWay is expecting over 3,000 refugees from Somalia with limited or no English abilities and job skills over the next year.

- **Athletics** – The College will implement its recruitment plan to ensure that full teams are fielded in anticipation of competition beginning in the fall of 2002.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		3,820
Annual Unduplicated Headcount		17,117
Fall 2000 Headcount (credit)		7,895
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	480	6.1%
Part-Time	7,415	93.9%
Total	7,895	100.0%
By Gender	**Fall 2000**	
Female	3,715	47.1%
Male	4,101	51.9%
Undeclared	79	1.0%
Total	7,895	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	53	0.7%
Black, non-Hispanic	505	6.4%
American Indian or Alaskan Native	450	5.7%
Asian or Pacific Islander	231	2.9%
Hispanic	1,703	21.6%
White, non-Hispanic	4,562	57.8%
Race/Ethnicity Unknown	391	5.0%
Total	7,895	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	78	24.4%
Part-Time Instructors	242	75.6%
Total	320	100.0%

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Introduction

The mission of Glendale Community College (GCC) is to address the higher education needs of its community. Through its diverse programs and services, GCC assists students in meeting their educational goals.

GCC serves 30,000 students each year in Maricopa County on campus and via off-campus learning centers. To better serve its communities, GCC offers courses at three primary sites: the main campus at 6000 West Olive Avenue, GCC North at 5727 West Happy Valley Road, and the University-College Center (UCC) located at nearby Arizona State University (ASU) West. GCC's student population has also become more diverse with 28% minority students compared to 17% ten years ago. GCC is a comprehensive two-year college with a proud liberal arts tradition, and nationally-recognized technology programs.

Major Accomplishments, Issues, Resolutions in 2000-2001

GCC is excited to be part of the Arizona Teacher Excellence Coalition (AZTEC), an initiative designed to address the teacher shortage crisis. Additionally, GCC was selected to pilot a program that offers elementary education majors the ability to take upper-division ASU West classes on the GCC campus. The courses will lead to a Bachelor of Arts in Education from ASU West.

GCC North extension opened Fall, 2000 with an enrollment of more than 2,000 students the first year. The Center offers university transfer courses, job related programs, and workplace upgrade opportunities.

For the past two years, GCC has been diligently conducting a self-study in preparation for its reaccreditation visit in March, 2002. Our Self-Study has focused on the following goals:

- Improvement - To access and evaluate processes, systems, and outcomes, including teaching, leading, and serving students and the community
- Resources - To provide students access to resources, including the federal financial aid program and the ability to transfer credit hours earned at GCC to other colleges and universities
- Accreditation - To maintain accreditation by the Higher Learning Commission, part of the North Central Association.

This Fall, GCC will use all of the findings from its Self-Study process to review and revise its mission statement and develop a new strategic plan that will address the most crucial findings.

Administration, faculty, staff, and students continued to develop closer ties with area

State legislators through meetings on campus, at capitol offices, during commencement activities, and the community open house.

The GCC Gaucho Football team won the Valley of the Sun Bowl against Garden City Community College. GCC's football team is the NJCAA Football champions and the #1 team in the country.

GCC's Debate Team is number one in the nation.

The community was invited to a Celebration of Academics, Art, and Architecture at GCC. The evening featured fun and learning activities for children and adults. The event was free and celebrated the completion of five remodeling and building projects on the campus, including the Library Media Center, Physical Science, Math, Music and Humanities buildings. These buildings are part of the new construction, and remodeling/ modernization projects that the 1994 bond support provided GCC. The Math building has a new sculpture on display created by world-renown sculptor and mathematician, Dr. Helaman Ferguson. To see the sculpture or for more information, log on to <glory.gc.maricopa.edu/~tfoley/ sculpture>.

Priorities for 2001-2002

Final preparations and arrangements for the NCA visit will be made.

The College Curriculum Committee continues to work on revising the curriculum as well as developing new courses and programs to meet the changing demographic needs of the Northwest Valley.

Construction continues on the new Enrollment Center, located directly south of the Student Union building. The new 16,000 square foot building will house Admissions and Records, Financial Aid, Cashiers, International Students Program, and Academic Advisement. The new Enrollment Center will provide service to students more efficiently.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		4,948
Annual Unduplicated Headcount		33,174
Fall 2000 Headcount (credit)		20,091
By Full-Time or Part-Time	Fall 2000	
Full-Time	4,871	24.2%
Part-Time	15,220	75.8%
Total	20,091	100.0%
By Gender	Fall 2000	
Female	11,039	54.9%
Male	8,563	42.6%
Undeclared	489	2.4%
Total	20,091	100.0%
By Ethnic or Race Group	Fall 2000	
Non-Resident Alien	372	1.9%
Black, non-Hispanic	861	4.3%
American Indian or Alaskan Native	355	1.8%
Asian or Pacific Islander	895	4.5%
Hispanic	3,483	17.3%
White, non-Hispanic	13,151	65.5%
Race/Ethnicity Unknown	974	4.8%
Total	20,091	100.0%
Instructional Staff	Fall 2000	
Full-Time Instructors	267	29.6%
Part-Time Instructors	634	70.4%
Total	901	100.0%

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Introduction

Mesa Community College (MCC) is one of the nation's largest community colleges with an enrollment of over 24,000 students. Learning is at the heart of the College's mission, providing lifelong learning opportunities to a diverse student population while promoting excellence in teaching, learning, and service.

MCC provides access to students at multiple locations throughout the east Valley. The College has two comprehensive campuses located at Southern & Dobson and Power & McKellips and four satellite locations in Mesa and Tempe.

MCC provides a comprehensive array of programs and services to students and remains committed to the community college mission to recruit expert faculty, to provide quality courses and programs with small class sizes and a variety of classroom experiences, and to keep tuition affordable.

Major Accomplishments in 2000-2001

Mesa Community College's second comprehensive campus, MCC at Red Mountain, will open in the Fall of 2001 with an expected enrollment of 5,000 students. The opening of MCC at Red Mountain represents a significant milestone for both MCC and the Maricopa County Community Colleges. Based on the *One College, Two Campus* model, MCC at Red Mountain will open its doors with full NCA accreditation and provide excellence in instruction and service.

MCC has developed several new Associate of Applied Science (AAS) and certificate programs, including degrees in Internet-Intranet Web Development, Direct Care Practice, and Computer Art, Illustration, and Desktop Publishing, as well as a Biotechnology degree and certificate.

MCC has a number of initiatives to provide better service to students. Student services were restructured to provide a one-stop service model for students. As part of the restructuring, the Advisement/Transfer Center at the Southern & Dobson campus was remodeled to help streamline the enrollment process. A new position, Coordinator of Interpreter Services/ Interpreter for the Deaf, was created to address compliance with disability accommodations for hearing impaired students.

Eight students were awarded Excellence in Service Awards for completing more than 200 hours of community service while attending MCC. In addition, an MCC service learning student helped create a GED preparatory class in Spanish, and over 60 GED students participated. MCC's commitment to civic participation was also evident in the hosting of three Arizona Issues forums.

A student satisfaction survey and a student computer user survey were conducted with 1,800 students in randomly-selected classes in Fall, 2001. The surveys indicated a high degree of satisfaction with the instructional environment at MCC, particularly instructors' expertise and attitudes toward students and the quality of the library/learning resource

center. Results were used for program planning and improvement.

Dr. Mangala Joshua, MCC Physics professor, was selected as a Carnegie Scholar for 2001-2002 by the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Dr. Joshua is the first Carnegie Scholar from the Maricopa County Community College District.

MCC is recognized nationally for the Student Outcomes Assessment Program conducted annually. Faculty and administrators have shared the program with numerous colleagues at professional conferences, including the League for Innovation's 21st Century Outcomes Project.

Major Issues and Resolutions in 2000–2001

The implementation of the *One College, Two Campus* model for MCC has led to the creation of new communication, administrative, and student service structures throughout the College. MCC successfully submitted and received a Request for Institutional Change from the North Central Association to accommodate the opening of Red Mountain as a second comprehensive campus.

The opening of the MCC at Red Mountain campus represents the completion of the 1994 bond cycle. Construction and renovation has enabled MCC to cluster and consolidate departments that were once scattered across campus, helping to obtain our goal of streamlined services and convenient access to students.

Upcoming Issues for 2001–2002

Several planning priorities have been identified for 2001-2002: developing a new Student Information System (SIS) for the Maricopa Colleges, rethinking technology distribution campus wide, implementation of employee training initiatives, continuing the annual update of the strategic plan, and the opening of the Red Mountain campus. Physical master planning of the Southern & Dobson campus will help to shape a possible 2004 bond election.

The MCC School of Education will be established in Fall, 2001. The comprehensive lower division program will address needs in English-as-a-Second Language (ESL), early childhood, elementary, secondary, and special education while promoting teaching as a career and providing programs leading to degrees, certificates, and endorsements in pre-K through 12 education.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		10,745
Annual Unduplicated Headcount		38,542
Fall 2000 Headcount (credit)		22,821
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	6,422	28.1%
Part-Time	16,399	71.9%
Total	22,821	100.0%
By Gender	**Fall 2000**	
Female	11,883	52.1%
Male	10,597	46.4%
Undeclared	341	1.5%
Total	22,821	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	569	2.5%
Black, non-Hispanic	737	3.2%
American Indian or Alaskan Native	652	2.9%
Asian or Pacific Islander	950	4.2%
Hispanic	3,025	13.3%
White, non-Hispanic	15,718	68.9%
Race/Ethnicity Unknown	1,170	5.1%
Total	22,821	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	299	27.1%
Part-Time Instructors	805	72.9%
Total	1,104	100.0%

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Introduction

In order to effect the mission and vision of the college, Paradise Valley Community College (PVCC) has put forward a set of strategic issues which include: What should PVCC do to become a more learning-centered college? How can PVCC better serve underprepared students? How can PVCC influence enrollment and retention patterns to increase access and optimize utilization of resources and facilities? How can PVCC deepen its connections with the Northeast Valley community? How will PVCC sustain its current level of commitment to technology? How will PVCC actualize its vision of becoming a comprehensive, niche-focused community college?

Major Accomplishments

Learning Connections, a consortium of K-12 schools in the North Valley along with PVCC, Northern Arizona University (NAU), and Arizona State University (ASU) West, is completing its eighth year with focus teams in designated areas. The Careers in Education group, through the Teacher Connection Program, now identifies and supports high school students who are working toward careers in teaching by transitioning them from high school to PVCC to a four-year university and then back to the local school district as classroom teachers.

The SUCCEED Bridges Program worked with 27 Spanish-speaking ESL students, allowing them to complete their high school experience while starting college classes at PVCC. The goal is to decrease high school dropout rates and increase Hispanic enrollment at PVCC. The Science Reform team hosted Nobel Prize-winning physicist Dr. Leon Lederman, who spoke to 250 students at Pinnacle High School and over 100 attendees at PVCC. Dr. Lederman also met with faculty and administration to reconceptualize K-16 science education classes.

Faculty member Cindy Shoenhair was a recipient of the Maricopa Community College Foundation Recognition for her contributions to the creation and improvement of effective learning environments for students. One of those environments which she coordinates along with Lynn McClelland and Donna Rebadow is the First Year Experience Program. Its aim is to increase retention of new college students by teaching study skills and creating small student cohorts that engage in cooperative learning in classes taught by a special cadre of teachers. Real-life learning is emphasized.

Paradise Pumas Kids College experienced a 72% increase in students over the previous year. The program, along with its media coverage, exposed a wide audience to the PVCC campus.

PVCC has bolstered its commitment to serving underprepared students, hiring two full-time faculty in mathematics and English who will teach developmental courses, as well as provide leadership for the College's Underprepared Student Initiative.

The College's technology coordinating team introduced new planning, budgeting and deployment strategies allowing PVCC to leverage constrained technology resources and save the College approximately $200K.

PVCC's first full-time music faculty position was added along with a full-time Emergency Medical Technician instructor.

PVCC's Adjunct Faculty Initiative focused on supporting that group through enhanced orientation, increased technology support, and compensating for specified professional development learning experiences.

Major Issues and Resolutions in 2000-2001

Dr. Gina Kranitz was named President of the College and Bob Bendotti was appointed Dean of Instruction. Following the five-year athletics plan for the College, women's soccer was added and approval was granted to initiate a softball program. Limited space in the Fitness Center has been addressed with the planned addition of two additional rooms. Directly corresponding the College's financial planning process to the strategic issues has been achieved by the Automated Planning and Budgeting (APB) System, which allows organic input from all levels of the organization. The Center for Workforce Development has aggressively pursued training opportunities with businesses in the community, creating both a revenue stream and goodwill.

Upcoming Issues for 2001-2002

Planning is continuing for a Performing Arts Center, scheduled to open in 2004. With enrollment increases averaging 5% over the five years, limited classroom continues to be a serious problem. The burgeoning population growth in the northeast valley has created near-capacity facility use at peak times. Future demographic trends will only exacerbate the issue, which suggests re-evaluation of the campus master facilities plan. The College has responded with afternoon, evening, weekend, summer and online classes. Increasing numbers of under-prepared students must be planned for and additional resources allocated to that end.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		2,782
Annual Unduplicated Headcount		11,600
Fall 2000 Headcount (credit)		7,000
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	1,596	22.8%
Part-Time	5,404	77.2%
Total	7,000	100.0%
By Gender	**Fall 2000**	
Female	4,134	59.1%
Male	2,670	38.1%
Undeclared	196	2.8%
Total	7,000	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	64	0.9%
Black, non-Hispanic	120	1.7%
American Indian or Alaskan Native	84	1.2%
Asian or Pacific Islander	206	2.9%
Hispanic	601	8.6%
White, non-Hispanic	5,425	77.5%
Race/Ethnicity Unknown	500	7.1%
Total	7,000	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	87	23.3%
Part-Time Instructors	286	76.7%
Total	373	100.0%

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Introduction

Phoenix College (PC) is celebrating its 81st year of service as Arizona's original community college. Founded in 1920, PC is proud of its heritage of enriching the lives of central city residents through strong liberal arts education and market-based career training programs.

Major Accomplishments for 2000-2001

International Student Center – Serving more than 1,000 students, the center was active in supporting a variety of events that promoted global awareness, including the PC-UNO Exchange Program with Universidad del Noroeste in Hermosillo, Sonora, Mexico.

Customized Training Institute – Several new partners were added, Phoenix Union High School District, DMB Sports Clubs, Choice International and Banner Health. Phoenix College will be a Licensed Official Registered provider of Command Spanish training materials and the center offered 74 sections of credit classes.

Future Teachers – The Arizona Teacher Education Coalition Grant (AzTEC) awarded three scholarships and mentored high school future teacher clubs on the high school campus. MAT 156 was restructured to use "manipulatives" and to teach future teachers how to teach mathematics. A future teacher student club was also established on the campus.

Athletics - Phoenix College hosted the 2001 National Junior College Women's Fast Pitch Softball Tournament. Phoenix College placed first. The Baseball team advanced to the national finals in Tennessee and finished second in the country.

Title V Grant – This is the second year of a five year grant from the U.S. Department of Education. In addition, PC was recognized as a Hispanic Serving Institution (HSI) by the same office.

NCA Accreditation – PC's report on Students Academic Achievement (Focus Report) was accepted by NCA on October 30. Added outcomes for occupational education, group/team building, oral presentation were added.

Instruction – During the 2000-01 academic year, the Instructional area made modifications to the Interior Design Program and Nursing curriculum and created three new programs, Conflict Resolution, Mediation, and Facilitation. Several English, Reading and Communication faculty have been actively involved in new computerized ESL courses for the Title V Grant. 24 new tenure track faculty were hired. The Gerontology Program has been working with the Arizona Learning Systems for statewide broadcasts in several of their classes.

Student Services – The Arizona Course Applicability System (AzCAS), has moved well into the integration of student advisement. Once again our 20-year

history with the "Trio" Grants has been rewarded with another 4-year cycle of funding. Retention and at-risk programs have been clustered under the Recruitment and Retention area and special attention and effort has been devoted to expanding and enhancing the Urban Teacher Corps.

Technology – The new administrative server, PCLAN, provides benefits to all faculty, staff and student users, *i.e.*, file and print sharing; online disk storage for users; backups for user files; and access to data files from any computer on campus. Virus protection for every computer on campus has been upgraded ensuring each computer has the most current virus protection.

Facilities – The new Dalby Classroom Building was dedicated in Fall, 2000. Renovation of the "H" building has been completed and classes will begin in the new classrooms in Fall, 2001.

Major Issues and Resolutions for 2000-2001

Instruction – To learn more about non-traditional aspects of teaching and learning, a diversity workshop and dialog brought faculty and staff together.

Student Services – The Arizona Course Applicability System (AzCAS) implementation has brought PC's efforts to the forefront of the district with sister colleges looking to PC for assistance and training.

Technology – The College LAN is operational and technology access on campus is improved.

Issues for 2001-2002

Instruction – Infusing technology into course work. Teaching a greater diversity of students and a majority of minority students. Equipping classrooms with multimedia technology.

Student Services – Continue to foster student-centered environments and continue to play a substantial role in managing the College's enrollment and retention efforts.

Facilities Planning - Completion of scheduled capital improvement projects, and the renovation of the north parking lot.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		5,122
Annual Unduplicated Headcount		21,463
Fall 2000 Headcount (credit)		12,386
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	2,638	21.3%
Part-Time	9,748	78.7%
Total	12,386	100.0%
By Gender	**Fall 2000**	
Female	6,924	55.9%
Male	4,576	36.9%
Undeclared	886	7.2%
Total	12,386	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	153	1.2%
Black, non-Hispanic	856	6.9%
American Indian or Alaskan Native	462	3.7%
Asian or Pacific Islander	362	2.9%
Hispanic	3,507	28.3%
White, non-Hispanic	5,712	46.1%
Race/Ethnicity Unknown	1,334	10.8%
Total	12,386	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	186	29.3%
Part-Time Instructors	449	70.7%
Total	635	100.0%

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Introduction

Rio Salado College serves working adults who seek an alternative to a traditional campus environment. The College specializes in customized, unique programs and partnerships, accelerated formats and distance delivery. As the mission statement reads, "In all that we do, we pursue continuous improvement and innovation, and we challenge the limits of tradition."

Founded in 1978 as a college without a campus, Rio's philosophy is "Learning any time, any place." Even in its 22nd year, Rio Salado continued to be the second fastest-growing Maricopa Community College, with 2000-2001 FTSE (Full-Time Equivalent Student) enrollment of 9,400 (an 11.2% increase over the previous year) and credit enrollment at 34,198 students (a 30% increase). An additional 14,916 non-credit students participated in Adult Basic Education programs, including GED and English for Speakers of Other Languages.

Major Accomplishments in 2000-2001

During the most recent academic year, Rio Salado College:

- Served more than 17,000 distance learning students, resulting in nearly 30,000 duplicated enrollments in 300 different courses offered via the Internet, audio and videocassette, and print-based materials (a 17% increase).
- Saw its students score significantly higher on the Academic Profile standardized test than their peers at other community colleges and at four-year colleges and universities across the country. Overall, Rio students placed in the top 3% of all community colleges and in the top 18% of test groups attending four-year colleges and universities.
- Launched the Online Post-Baccalaureate Teacher Preparation Program, the nation's first e-learning program to train future elementary, secondary and special education teachers.
- Recorded 2,800 enrollments in the Professional Development Program for K-12 Teachers, featuring opportunities for instructors to earn Arizona Department of Education Endorsements over the Internet.
- Formed an educational partnership with Charter Oak State College in Connecticut on behalf of Aetna Insurance to provide their employees nationwide with career path educational opportunities utilizing distance learning courses.
- In partnership with Ottawa University, introduced the first year of online courses leading to the Police Science baccalaureate degree, an articulation program capitalizing upon Rio's longstanding relationships with law enforcement agencies.
- Was named one of only two Arizona educational providers for the Army University Access Online (AUAO) program coordinated by PriceWaterhouseCoopers.
- Forged new national partnerships with the Army National Guard Institute and the Coast Guard Institute, utilizing distance learning.
- Established 14 new educational service partnerships (ESP's) with corporations and government agencies to provide on-site career path education and workforce development training within our own community.
- Launched a new distance learning occupational program, clinical dental assisting, in partnership with the Arizona Dental Association.
- Served 1,810 incarcerated students at Lewis prison through literacy programs and GED preparation. The program exceeded the warden's goals: 385 students achieved the mandatory literacy level and 75 passed the GED exam.
- Introduced The Rio Way, a three-day approach to new employee orientation featuring immersion training in the College's

organizational competencies, plus total quality management principles, change management, customer service, customer astonishment, diversity, and "Learning First."

- Received four major awards at the 2001 Phi Theta Kappa International Honor Society Convention. The College's Alpha Theta Omicron Chapter was once again designated a Distinguished Chapter, ranking among the top 25 chapters in the world.
- Received numerous additional awards, including "Outstanding Web Site in Higher Education" from the North American Web Association and the "Exemplary Web Site Award" in the Community College Division from the Arizona Technology in Education Alliance (AzTEA).
- Received recognition for members of the extended Rio Salado family, including three national awards for Sun Sounds Radio Reading Service; and 19 awards from the Arizona Associated Press Broadcasters Association for news and features produced by KJZZ-FM.

Major Issues and Resolutions in 2000-2001

- Using research gathered through internal surveys and focus groups, proceeded to draft the Self-Study Report for the Higher Learning Commission in anticipation of its re-accreditation site visit in March 2002.
- Continued to provide leadership in addressing issues regarding high school dual enrollment programs. Specifically, played a central role in the establishment and incorporation of the National Alliance for Concurrent Enrollment Partnerships (NACEP).
- Piloted 37 different courses using Intrakal, a new integrated distance learning software program that is highly user-friendly for both students and faculty.
- Began work on the conversion of the fourth floor of the Tempe headquarters into a spacious 18,000-square-foot facility custom-made for KJZZ, KBAQ and Sun Sounds Radio Stations.

Upcoming Issues in 2001-2002

- Continue to implement the redesign of the Rio Tempe headquarters and the configuration of systems furniture to create a state-of-the-art work and learning environment that supports the vision and mission of the College.
- Continue to prepare administration, faculty and staff for The Higher Learning Commission re-accreditation visit and Self-Study in 2002. Rio currently holds the maximum 10-year accreditation.
- Develop additional baccalaureate partnerships with universities that complement Rio Salado's associate degrees.
- Seek additional visionary approaches to national articulation among other major distance learning providers, both public and private.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		9,400
Annual Unduplicated Headcount		34,198
Fall 2000 Headcount (credit)		11,275
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	1,034	9.2%
Part-Time	10,241	90.8%
Total	11,275	100.0%
By Gender	**Fall 2000**	
Female	6,184	54.8%
Male	3,865	34.3%
Undeclared	1,226	10.9%
Total	11,275	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	50	0.4%
Black, non-Hispanic	458	4.1%
American Indian or Alaskan Native	147	1.3%
Asian or Pacific Islander	384	3.4%
Hispanic	1,061	9.4%
White, non-Hispanic	7,848	69.6%
Race/Ethnicity Unknown	1,327	11.8%
Total	11,275	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	19	4.2%
Part-Time Instructors	431	95.8%
Total	450	100.0%

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
SCOTTSDALE COMMUNITY COLLEGE
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Introduction

Scottsdale Community College (SCC) is located on land leased from the Salt-River Pima-Maricopa Indian Community. The College's mission is to create accessible, effective and affordable teaching and learning environments for the people of the communities so that they may grow personally and become productive citizens in a changing multicultural world.

Major Accomplishments in 2000-2001

The Math/Science Division received a national grant to produce interdisciplinary science modules. The SCC SyRis (Systematic Reform in Science) Team worked this past year on an instructional module that evaluated the effects of ultraviolet radiation. The outcome is to attempt to teach students the integration of science concepts related to radiation. The project is two years in duration. A second module will be developed next year and field tested.

Plans were developed for the new SCC Planetarium which will be operational for the Fall, 2001 semester. This nighttime simulator will have three main pieces: a dome, projector, and seating. It will have the capability of simulating what can be seen outside from any place on earth, any time of the day, any year, past and future. In addition to looking at the planets, stars, sun, and moon, the planetarium can provide a perspective outside the earth. The planetarium will be used as a teaching tool and made accessible to the community. The SCC Planetarium is the only one among the Maricopa Community Colleges.

The SCC American Indian Program (AIP) received a grant from the Maricopa Center for Learning and Instruction (MCLI) for a summer bridge program, "Reclaim Your Destiny." The program encouraged American Indian students to explore the common themes between traditional education and American Indian culture. Students participated in group activities, class discussions, physical activities, art projects, and field trips. Students received one credit for their participation.

The SCC English Department was awarded a Learning Grant for the creation and implementation of a Freshman Composition Program Assessment Portfolio to assess the effectiveness of the First-Year Composition program. As part of its work, English Department Team Members will test the reliability and validity of a rubric for evaluating essays that was created during the 2000-01 academic year. Team members will also design, pilot, evaluate and revise a procedure for gathering sample essays.

The Electric Utility Technology (lineworker) program started in 2000-01. The program provides students with the skills and knowledge to become apprentice lineworkers. The power industry is experiencing a shortfall in qualified technicians for the construction and installation of power lines. The program has received approximately $200,000 in donations of material and equipment from Arizona utilities and power companies in support of this program.

The Interior Design program experienced record enrollments and implemented an advanced certificate, placing the program in a position to apply for national accreditation in interior design.

The official launch of Maricopa Colleges Television (MCTV) took place this past Spring semester. Located on the campus of SCC, MCTV is a partnership between Maricopa County Community College District (MCCCD) and Cox Communications. The new station will serve as the primary television outlet for MCCCD. It will provide a powerful means of delivering news and information that is of interest to students. The first general manager of MCTV was appointed from the faculty ranks of SCC.

The college entered into a partnership with Abyte Recycling and Xavier & Brophy College

Preparatory High Schools to pack computers which were shipped to Catholic University of Angola.

SCC held a food drive to benefit St. Mary's Food Bank and collected 391 pounds of food.

SCC Golf Coach was named the NJCAA Division I Coach of the Year.

Some Notable Student Successes

The SCC Golf team captured the NJCAA Golf Tournament. Three players were placed on the All-American Team. (Derek Scullard was medallist of the tournament, Brett Naylor finished in seventh place, and Will Salthouse finished tenth).

The Theatre Arts Department production of "You're A Good Man, Charlie Brown" earned multiple American College Theatre Festival awards. The acting company was given a Meritorious Award for Ensemble Acting. Students earning individual awards for acting: Michael Arbuckle, Jessica Godber and Megan Morgan; for student design: Bryan Hollar (lights), Carolyn Christy and Brianna King (costumes) and Kelly Prine (makeup). Also cited for Meritorious Achievement: Joshua Sipe (Choreographer and Stage Manager), Peter Schoenthal (Floor Manager), Michelle Campbell (Box Office Manager) and Jennifer Jane Tellez (House Manager).

SCC Student Elizabeth Edwards was selected as a 2001 Guistwhite Scholar and received a $5,000 scholarship.

Major Issues and Resolutions in 2000-2001

The following issues have been advanced by the college's strategic plan and will continue to be addressed this academic year.

Instruction — Remain current in curricula and programs; enhance teaching, learning, and service to students; and increase student enrollment and community participation.

Personnel — Support the growth and development of employees, and maximize staffing to meet the needs of the College.

Student Initiatives — Further development and support for special need populations such as hearing, sight, and physically-limited, and continue the development and implementation of the Enrollment Management Plan.

Strategic planning discussions will continue for the SCC Cave Creek campus.

The College hired a new Dean of Instruction and added another Associate Dean.

Upcoming Issues for 2001-2002

- Expansion of the International Education Program
- Diversity and integration of all students
- Continue with outcomes assessment and CAS assessments for student services
- Expansion of Distance Learning

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		5,316
Annual Unduplicated Headcount		18,095
Fall 2000 Headcount (credit)		10,391
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	2,795	26.9%
Part-Time	7,596	73.1%
Total	10,391	100.0%
By Gender	**Fall 2000**	
Female	5,587	53.8%
Male	4,561	43.9%
Undeclared	243	2.3%
Total	10,391	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	236	2.3%
Black, non-Hispanic	194	1.9%
American Indian or Alaskan Native	431	4.1%
Asian or Pacific Islander	218	2.1%
Hispanic	732	7.0%
White, non-Hispanic	7,942	76.4%
Race/Ethnicity Unknown	638	6.1%
Total	10,391	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	168	28.8%
Part-Time Instructors	416	71.2%
Total	584	100.0%

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
SOUTH MOUNTAIN COMMUNITY COLLEGE
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Introduction

Founded in 1979, South Mountain Community College (SMCC) is an integral part of a culturally diverse community surrounding the landmark mountains of South Mountain Park. The communities of South Phoenix, Ahwatukee Foothills, Tempe, Guadalupe, and Laveen are served by the main campus on South 24th Street, near Baseline Road, and at the SMCC Guadalupe Center and the SMCC Ahwatukee Foothills Center. The 104-acre main campus is located in an area that is a mix of rural, urban, and suburban neighborhoods. SMCC is a designated MI (Minority Institution) and an HSI (Hispanic-Serving Institution).

College Mission Statement

The mission of South Mountain Community College is to provide quality educational opportunities for the growth and development of its diversified population. It responds to the changing needs of its community through transfer, occupational, developmental, and general studies programs and support services. The College provides the most effective teaching and staff support, facilities, and instructional technology possible with available resources. Its teaching-learning experiences facilitate the total development of its students so that they may become more productive and employable citizens in a global community.

Major Accomplishments in 2000-2001

Technology Center – A state-of-the-art Technology Center opened to much fanfare and has become a boon to students and community. The 22,000 square foot building includes a Computer Commons, with 100 computers; and seven multipurpose computer classrooms – each with up to 25 computer stations. In the new Teaching and Learning Center, faculty and staff may learn new technology for use in their classrooms and offices. At the same time, SMCC became a "high technology institution," based on national standards, due to its excellent ratio of four students to one computer.

Student Enrollment Services Building – This new facility eases the way for students to become successful. Designed for convenience, this one-stop, 15,000 square foot center includes financial aid offices, academic advisement, admissions and records, business office, career services, services for the disabled, and assessment/ testing.

SMCC Guadalupe Center – Widely celebrated throughout the area, this new center opened in September and became part of a complex that also includes the Boys and Girls Club and the new Town of Guadalupe Multipurpose Center. An unprecedented 500 students enrolled for core classes that transfer to universities, for English and a Second Language, developmental education, and even classes in Yaqui Indian culture and heritage. Because of this expanded opportunity, increasing numbers of students from Guadalupe are earning associate degrees and then transferring to Arizona State University in order to complete four-year degrees.

Ahwatukee Foothills Center – Class offerings greatly increased in the new center, offering quality service to communities south of South Mountain Park. The new offices are at the Horizon Community Learning Center, on 48th Street south of Chandler Blvd. in Ahwatukee Foothills. Both core and special-interest classes are offered. Other organizations in the new community building are Horizon Charter School, Ahwatukee Foothills YMCA, and Arizona State University Extended Programs.

Telecommunications Technology Program – SMCC paved the way for the Fall, 2001 introduction of a new occupational program in telecommunications technology. SMCC is the first in Arizona to develop this certificate and degree program that prepares students for jobs in the field. Cox Communications partnered to develop a state-of-the-art telecommunications lab at the College. Additional telecommunication companies will advise and help to teach classes involving cable installation, service, and an entire telecommunications track.

Information Technology Program – In its first full year, the Cisco Networking Administration program proved popular and successful. Certified graduates of the Cisco and Microsoft programs are in demand. The new computer applications programs and microcomputer maintenance and repair, also leading to jobs, were highly successful.

New SMCC President – In cooperation with the Maricopa Community College District, the College provided major input in the selection of a new president. Dr. Kenneth Atwater became president of the College on July 2, 2001, replacing Dr. John Cordova, who retired. Dr. Atwater has spent the last 20 years serving the nation's community colleges.

Major Resolutions in 2000-2001

Performing Arts Center – Architects completed the design for the SMCC Performing Arts Center. The PAC is expected to be completed in 2003 and will become a college and community focal point for a variety of productions and related purposes.

Noel-Levitz Survey – Using this highly regarded, national survey tool, the College undertook a major survey project, learning what students and employees perceive as SMCC's strengths, weakness, and needs. Throughout the upcoming year, the College will implement strategies to correct weaknesses and build on strengths. This will be in coordination with the second year of a three-year plan to increase enrollment and retention.

Enrollment Plan – Goals have been established that will improve recruitment and retention of students; also, encourage the advancement of students through graduation, university transfer and job placement. Additional measures involve creating and maintaining partnerships, improving competency in technology among students and employees, and fostering instructional programs that meet the educational and occupational needs of the community.

Upcoming Issues for 2001-2002

Changing Service Area – The College is preparing for unprecedented growth expected during the next three years. More than 1,200 new homes, two elementary schools, a second golf course adjacent to the Raven Golf Course, a time-share vacation resort, and other developments will be built within three miles of the campus.

Enrollment Management Focus – A college-wide program continues to integrate a strategic planning process in the area of enrollment. New initiatives will include results of the Noel-Levitz survey.

Information Technology Program/Telecommunications Technology – Responding to demands of the information technology industry, a variety of new occupational programs will be expanded and added. Certificates and preparation classes are now available for CISCO networking; Microsoft networking, systems and software; and A+ certification in microcomputer maintenance. The new Telecommunications Technology program will grow to include the latest information and technology.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		1,514
Annual Unduplicated Headcount		5,764
Fall 2000 Headcount (credit)		3,514
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	664	18.9%
Part-Time	2,850	81.1%
Total	3,514	100.0%
By Gender	**Fall 2000**	
Female	2,009	57.2%
Male	1,404	40.0%
Undeclared	101	2.9%
Total	3,514	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	45	1.3%
Black, non-Hispanic	593	16.9%
American Indian or Alaskan Native	114	3.2%
Asian or Pacific Islander	76	2.2%
Hispanic	1,771	50.4%
White, non-Hispanic	793	22.6%
Race/Ethnicity Unknown	122	3.5%
Total	3,514	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	50	29.6%
Part-Time Instructors	119	70.4%
Total	169	100.0%

MOHAVE COUNTY COMMUNITY COLLEGE DISTRICT
MOHAVE COMMUNITY COLLEGE
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Introduction

Mohave Community College serves the residents of Mohave County and neighboring communities in California, Nevada, and Utah from its campuses in Bullhead City, Colorado City, Kingman and Lake Havasu City, and its centers in Fredonia and Littlefield. Mohave's mission is "to serve our students and communities by providing an environment for educational excellence, innovation and awareness." The unduplicated headcount for the 2000-2001 academic year was over 10,892. Full-Time Equivalent Student (FTSE) enrollment for the 2000-2001 academic year was 2,279.

Major Accomplishments in 2000-2001

Technology — The deactivation of the existing microwave system and the movement of the three southern campuses onto the ALS system were completed.

Strategic Planning — Working within the framework of the master strategic plan, college divisions developed their goals and objectives for 2001-2007 and beyond.

Campus Expansion — Phase One of the construction at two of the southern campuses nears completion. These new facilities are located at the Lake Havasu (Lake Havasu City) and Mohave Valley (Bullhead City) campuses. Facilities include: a library/ bookstore complex at each campus, eight classrooms at the Mohave Valley campus, and 18 classrooms and a Northern Arizona University (NAU) Center at the Lake Havasu campus.

Apprenticeship Program — The Mohave Community College Vocational Partnership Committee developed apprenticeship programs in the areas of Residential Wirer and Electrician.

Scholarship Program — The Silver Scholarship program was developed for part-time students with sophomore status. Each scholarship is named for a Mohave faculty or staff member who has been with the College for a minimum of 25 years. Nine scholarships are currently available.

Major Issues and Resolutions in 2000-2001

Implementation of the ALS system on the three southern campuses was

funded and completed. Classes were offered starting in Fall, 2000.

Construction of the new facilities, and the relocation of two libraries and two bookstores were completed with minimum disruption to students. Buildings will be open to students for Fall, 2001 classes.

Issues for 2001-2002

Funding and implementation of the ALS system at the North Mohave campus

Remodeling of Lake Havasu and Mohave Valley campuses for student services and registration One-stop Service Centers

Preparation for NCA visit in Fall of 2002

Remaining competitive in the hiring of quality faculty and professional support personnel in an ever-tightening job market

Meeting the challenges of the New Economy, with both the necessary educational opportunities and the communications infrastructure needed in NW Arizona

Continuing to leverage local partnerships for the expansion of the educational programs at Mohave Community College in order to better serve its students with the new Surgical Technologist program, as an example.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		2,279
Annual Unduplicated Headcount		10,892
Fall 2000 Headcount (credit)		4,911
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	646	13.2%
Part-Time	4,265	86.6%
Total	4,911	100.0%
By Gender	**Fall 2000**	
Female	3,332	67.8%
Male	1,579	32.2%
Undeclared	0	0.0%
Total	4,911	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	0	0.0%
Black, non-Hispanic	22	0.4%
American Indian or Alaskan Native	120	2.4%
Asian or Pacific Islander	68	1.4%
Hispanic	566	11.5%
White, non-Hispanic	4,135	84.2%
Race/Ethnicity Unknown	0	0.0%
Total	4,911	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	61	15.7%
Part-Time Instructors	327	84.3%
Total	388	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$3,067,519
District Tax Levy		$8,573,913
State Aid		$4,531,200
Tuition & Fees		$1,406,424
Grants & Contracts		$7,010
Transfers & Other Revenues		$535,216
Reserve for Future Acquisitions		($1,856,480)
Total		$16,264,802
District Expenditures FY 2000-2001		
General Fund Expenditures		$14,001,453
Capital Outlay Plant Fund		$5,138,523
Bond & Debt Redemption		$390,000
Bond & Debt Interest		$282,683
Total		$19,812,659

NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT
NORTHLAND PIONEER COLLEGE

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Introduction

Northland Pioneer College (NPC) is a comprehensive, multi-campus community college with four campuses, six centers and numerous other delivery sites throughout Northeastern Arizona. NPC was established in 1974 with primary funding from Navajo County. Northland provides classes in Apache County through an intergovernmental agreement, since Apache County lacks an organized community college district.

Over 60% of NPC's service-area population is Native American, with many residing on three major Indian reservations (Navajo, Hopi and White Mountain Apache), making up nearly 40% of the District's 21,158 square mile service area.

Mission

Northland Pioneer College is an institution of higher education whose mission is to improve the quality of life for individuals and communities by providing comprehensive, accessible, affordable, and excellent educational programs and services.

Major Achievements in 2000–2001

- Enrollment increased over 15 percent.
- During its inaugural year, the Business & Industry Training Division arranged over 1,200 hours of specialized training for 1,433 workers from multiple companies. The Division has established partnerships, strategic alliances and advisory councils with business, industry and governmental agencies.
- Created new degree programs for Special Needs Educational Assistant, Residential Youth/Child Care Assistant, Computer Technology in Business, Agriculture; a certificate in Commercial Graphics Fundamentals; and revised the Legal Assistant Degree Program to an Internet-based delivery method.
- In partnership with the Northern Arizona Vocational Institute of Technology (NAVIT), provided shared programs in cosmetology, nursing assistant, welding, construction technology and office skills to students from Blue Ridge, Mogollon, Round Valley, Show Low, Snowflake and St. Johns high schools and several charter schools.
- Expanded Adult Basic Education outreaches to Navajo Nation chapter houses, Hopi Villages and White Mountain Apache communities and established offices in Ganado, Sanders and Cibecue to better serve residents.

Major Issues and Resolutions in 2000–2001

- Completed construction of the Blunk Health Sciences Center on the Winslow – Little Colorado Campus. The 8,940 square foot facility will house biology, chemistry, geology and nursing laboratories/classrooms.
- Construction of a new 8,900 square foot center in Whiteriver will be completed in late August. The permanent, stand-alone facility features computer, EMT/Nursing Assistant and science laboratory classrooms, distance learning and general purpose classrooms. The building's design will allow expansion to meet the growing needs of students on the White Mountain Apache Reservation.
- Conducted numerous meetings with faculty, staff, students and community leaders to design a replacement Learning Center and campus on the former U.S. Air Force Base property which was donated to the College by the City of Holbrook. SGS+ Architects are proposing a 35,000-square-foot classroom and library facility that will utilize some materials salvaged from the failed Learning Center on NPC's existing Painted Desert Campus. Proceeds from a legal settlement will cover part of the re-construction cost. The project is expected to go to bid during 2001-2002.
- Provided interactive video classes to students in Kayenta and Hopi using a U.S. Department of Education Fund for the Improvement of

Postsecondary Education (FIPSE) grant. The distance learning equipment at NPC's Whiteriver Center will also be upgraded using FIPSE funds. Discussions with several rural school districts are continuing to determine the fourth site approved in the grant.

- Another U.S. Department of Education, Title III grant is being used to improve the equity of academic and student services to rural sites. During the first year of a five-year package, NPC added full-text, online journals for all major academic divisions and the College library catalog to its digital resource collection. Title III funding allowed creation of five new Internet-based courses, provided initial training for 10 instructors to develop online digital resources, and furnished video humanities courses offered via local cable system. Improving the infrastructure to rural sites and expanding digital resources will continue through the funding period.

- Remodeled the Multi-Purpose Building on the Show Low – White Mountain Campus to provide classroom/clinic facilities for an expanded cosmetology program in conjunction with the Northern Arizona Vocational Institute of Technology (NAVIT).

Issues for 2001–2002

- Initialized a new tuition scale, with "plateaus" for part-time students enrolling in 3 to 7 credits for the price of 3 credits, and lowered the "tuition cap" for full-time students from 15 to 12 credits. A textbook scholarship program will assist with rising textbook costs.

- NPC will be testing a new Web-based registration module for its administrative software system. The module also includes additional Student Services, such as online academic advising and access to student's records.

- Additional shared programs in medical assistant, nail technician, photo-imaging and nursing program prerequisites are being added for Northern Arizona Vocational Institute of Technology (NAVIT) students. Winslow, Joseph City and Holbrook high school districts are seeking to join the NAVIT district and participate in the partnership with Northland.

- Complete remodeling of the Josephine Goldwater Building to house the Small Business Development Center, bookstore, GED testing and faculty offices.

- Continue to expand outreach of Adult Basic Education, Business Training and Community Services throughout the District, using web-based technology and local instructors.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		2,414
Annual Unduplicated Headcount		12,773
Fall 2000 Headcount (credit)		5,096
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	702	13.8%
Part-Time	4,394	86.2%
Total	5,096	100.0%
By Gender	**Fall 2000**	
Female	3,315	65.1%
Male	1,781	34.9%
Undeclared	0	0.0%
Total	5,096	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	0	0.0%
Black, non-Hispanic	34	0.7%
American Indian or Alaskan Native	1,353	26.6%
Asian or Pacific Islander	27	0.5%
Hispanic	330	6.5%
White, non-Hispanic	3,138	61.6%
Race/Ethnicity Unknown	214	4.2%
Total	5,096	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	54	15.3%
Part-Time Instructors	299	84.7%
Total	353	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$6,350,000
District Tax Levy		$7,697,463
State Aid (incl. Equalization)		$6,009,500
Tuition & Fees		$2,400,362
Grants & Contracts		$756,570
Transfers & Other Revenues		$397,535
Reserve for Future Acquisitions		($3,500,000)
Total		$20,093,430
District Expenditures FY 2000-2001		
General Fund Expenditures		$13,069,366
Capital Outlay Plant Fund		$3,782,979
Bond & Debt Redemption		$1,060,000
Bond & Debt Interest		$716,323
Total		$18,628,668

PIMA COUNTY COMMUNITY COLLEGE DISTRICT
PIMA COMMUNITY COLLEGE

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Introduction

Pima Community College (PC) is the fifth largest multi-campus community college in the United States. Now in its 31st year, the College offered more than 4,500 active courses and 67 program areas leading to 155 certificates and/or Associate of Arts, Associate of Science, Associate of Business Administration, Associate of General Studies, Associate of Applied Arts, and Associate of Applied Science degrees. In 2000-01 the College served 79,250 students in credit and non-credit classes. Unduplicated headcount was 65,220 for credit courses and 14,030 for non-credit classes.

Major Accomplishments in 2000-2001

The College received a ten-year accreditation from the North Central Association of Colleges and Schools, achieving high marks for its planning and accountability processes, as well as facilities and information systems.

In May, the College graduated more than 2000 students for the first time in its history.

In a planning process that began in November and concluded in April, the College updated its Mission, Values, and Purposes statements, and developed a new set of Mission Indicators of Success and Five-Year Strategic Goals. This planning process included all College employees and 50 community representatives.

Following a consultant's report, the College is creating a systematic, comprehensive Developmental Education program leading to the mandatory placement of students assessed at developmental levels by the year 2003.

In its continuing implementation of the Educational Master Plan and the $140 million Capital Development Plan from the 1995 voter-approved bond issue, the College completed building additions and modifications to its Community, Desert Vista, Downtown, East, and West Campuses. Architect's plans were developed for the Green Valley Performing Arts and Learning Center. The $4.1 million Aviation Center was built at Tucson International Airport, and opened for Fall, 2001 classes.

The College developed and is implementing a Strategic Technology Plan, including a Summer Learning Academy for faculty.

Tucson Electric Power donated $150,000 for nursing scholarships, and University Medical Center allocated $100,000 in scholarships to help alleviate the nursing shortage in southern Arizona.

The College continued its implementation of the Student Success System program.

Achieving a College Education (ACE), a college partnership with University of Arizona and K-12 districts to support at-risk high school students, was recognized as an exemplary program by the American Council on Education and the National Association of Student Personnel Administrators.

13 of 16 PCC athletic teams competed in post-season competition. Student athlete Yuliana Perez set the NJCAA record for the triple jump, and will compete in the World Championships in Alberta and the World Games in Beijing.

Chancellor Jensen was named "Pacesetter of the Year" by the National Council for Marketing and Public Relations, and "Regional CEO of the Year" by the Association of College Trustees. He co-authored *The Insider's Guide to Community College Administration*. Downtown Campus President, Miguel Palacios, was elected to the Board of the Hispanic Association of Colleges and Universities. In addition, College faculty, staff, and programs received scores of national and regional awards. Among these, Cecilia Ramirez was named "Toyota National Family Literacy Teacher of the Year" and business advisor Bob Horn was named "Counselor of the Year" by the Arizona Small Business Development Network.

The College received a $1.9 million Title V grant to improve student success and retention over the next five years.

Business and Industry training enrolled 10,568 students and counseled 380 small businesses.

The College provided assistance in the development of the Tohono O'odham Community College (TOCC) and assisted a Santa Cruz County citizen's advisory group in its planning for a provisional community

college. In May, TOCC held its first graduation ceremony and recognized 28 graduates.

Major Issues and Resolutions in 2000-2001

Several campuses implemented the One-Stop student services centers. The West Campus center has become a national model. The West Campus also implemented a full-service learning center and a Center for Developmental Education.

A comprehensive Classification and Compensation study was undertaken, widebanding and shrinking the number of human resources classifications, resulting in 2001-02 salary increases, and upgrading compensation for more than 100 entry level positions.

Pima County transferred responsibility for Pima County Adult Education and more than 170 employees to the College. The program is now called Pima College Adult Education, adding 12,000 students and 100 instructors to PCC's rosters.

The College's Institutional Climate Task Force issued the results of student and employee surveys. Students continued to give the College above-average ratings in all categories, particularly in responsiveness to diverse populations, instructional effectiveness, registration effectiveness, academic services, and student centeredness. Employees showed a slight downward trend in their perceptions of institutional climate, but showed an increase in valuing the work itself.

Using an innovative sales tool, the Internet, the College sold $49.9 million in general obligation bonds, the final sale of the 1995 bond election. Proceeds will be used to construct the Northwest Campus, the Green Valley Education Center, and other capital improvements.

The design development for the new Northwest Campus was completed and the construction manager selected for the "design-build" process. The campus will be a partnership with the University of Arizona, Pima County Parks and Recreation, and the YMCA.

The College developed a campus resource allocation model to fine tune financial and organizational decisions college-wide.

Upcoming Issues for 2001-2002

The College governance review process will ratify the proposed five-year strategic goals in September, 2001.

The College will initiate computer information packages in strategic enrollment management, Web for employees and Web for executives.

The College will provide the structure, process and resources to assist College faculty to use educational technology for classroom and distance instruction to enhance teaching and learning throughout the College.

The College will start construction on the Northwest Campus, with a scheduled opening date of August, 2003.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		18,028
Annual Unduplicated Headcount		65,221
Fall 2000 Headcount (credit)		26,225
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	7,162	27.3%
Part-Time	19,063	72.7%
Total	26,225	100.0%
By Gender	**Fall 2000**	
Female	14,366	54.8%
Male	11,503	43.9%
Undeclared	356	1.4%
Total	26,225	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	667	2.5%
Black, non-Hispanic	938	3.6%
American Indian or Alaskan Native	933	3.6%
Asian or Pacific Islander	799	3.0%
Hispanic	7,341	28.0%
White, non-Hispanic	13,931	53.1%
Race/Ethnicity Unknown	1,616	6.2%
Total	26,225	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	382	23.1%
Part-Time Instructors	1,271	76.9%
Total	1,653	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$45,835,359
District Tax Levy		$63,417,047
State Aid		$22,747,700
Tuition & Fees		$22,762,052
Grants & Contracts		$3,771,052
Transfers & Other Revenues		$55,054,763
Reserve for Future Acquisitions		($63,284,943)
Total		$150,303,030
District Expenditures FY 2000-2001		
General Fund Expenditures		$90,598,327
Capital Outlay Plant Fund		$39,961,455
Bond & Debt Redemption		$14,830,000
Bond & Debt Interest		$4,913,218
Total		$150,303,000

PINAL COUNTY COMMUNITY COLLEGE DISTRICT
CENTRAL ARIZONA COLLEGE

Dr. John J. Klein, President
8470 North Overfield Road, Coolidge, Arizona 85228
Telephone: 520 426 4200 Fax: 520 426 4575 Website: http://www.cac.cc.az.us

Introduction

The Pinal Community College District serves county residents through three campuses and two education centers. The Signal Peak Campus serves the western communities of Maricopa, Stanfield, Arizona City, Eloy, Casa Grande, Coolidge and Sacaton. The Aravaipa Campus serves the eastern communities of San Manuel, Mammoth, Kearny and Hayden. The Superstition Mountain Campus serves northern communities of Apache Junction, Queen Creek and Superior. The Casa Grande Education Center and the Florence Center offer classes to the community. In addition, the Florence Center provides training to the public and private prisons.

The Central Arizona College (CAC) is dedicated to lifelong learning, student academic achievement and success in the following areas: general education, transfer education, occupational and technical education, student development, developmental education, community services, and workforce and economic development.

Major Accomplishments in 2000-2001

Student Enrollment — Unduplicated headcount was 13,941 during 2000-2001, an increase of 556 more than the previous year. The headcount generated 3,409 Full-Time Equivalent Student (FTSE) enrollment, reflecting an increase of 157.

Academics — There were 1,789 students who qualified for the deans and honors recognition for academic achievement. Six students, two from each campus, qualified for All-Arizona Academic Team. Two placed on the first team, one placed on the second team and three placed on the third team. There were 981 graduates from CAC in 2000-2001.

The College has partnered with industry to provide additional academic programs. A partnership with Double Eagle Aviation resulted in an Associate of Applied Science degree for professional pilots, a certificate for private pilot instrument and a certificate for commercial flight instructor. CAC worked with John Deere Equipment dealers in Arizona, California and Nevada to develop a construction diesel equipment technology program that meets their training needs. Earlier in the year, CAC started a massage therapy and pharmacology program. The College formed a partnership with the Phoenix Therapeutic Massage College, which will provide benefits to both institutions.

Athletics — Eleven student athletes with a 3.6 grade point average or higher were selected to the Academic All-American Team. More than 70% of graduating athletes transferred to four-year universities.

Central Arizona College won seven regional conference championships. Those teams include the men and women's track and field, baseball, women's basketball and men and women's cross country and men's rodeo. The men's cross country and men's and women's track and field teams placed second nationally. One female student competed in the 2000 Olympic Games in Sidney, Australia.

Community — The College continues to serve as a host for the communities in Pinal County, members of the county and state governmental agencies, business and industry. More than 12,500 people used the Central Arizona College campuses in 2000-2001, including 600 students who attended the 2001 Arizona High School All Star Games; 700 high students who participated in the Future Business Leaders Association State Conference; 700 people attending the City of Casa Grande Ninth Triathlon; and 2,500 people who participated in the Senior Fair.

Major Issues and Resolutions for 2001-2002

Workforce and Economic Development — Using funds that will be generated through the

passage of Proposition 301, CAC's Workforce and Economic Development division will focus on helping Pinal County to attract, retain and expand businesses. Part of the division's plan includes enhancing the nursing, diesel technology and law enforcement and correctional programs; expanding services of the Small Business Development Center; developing new curriculum for local businesses; and providing web design training and career counseling.

CAC continues to seek outside funding. CAC received a $2.3 million Title V grant from the U.S. Department of Education to launch the Student Success Program, aimed at Hispanic and at-risk students. The U.S. Congress appropriated $500,000 to CAC to establish a Science, Engineering, Math and Aerospace Academy in coordination with NASA. The program is designed to improve math and science skills in K-12 students. CAC will focus on sixth- through eighth-grade students during the program's first year.

The College purchased an additional 22 acres of land surrounding the Superstition Mountain Campus for future expansion. Architects have developed a master plan for the growing campus.

The College administered GED testing to 427 individuals, 286 of whom passed the exams. The Small Business Development Center initiated a countywide promotional campaign toward assisting new business start-ups, buying existing businesses or expanding present businesses. The SBDC has a presence in all major areas of Pinal County.

Upcoming Issues for 2001-2002

The College continues to seek funds for a Regional Training Center. Department of Public Safety, AZ Post, CAC and other law enforcement agencies have raised enough money to proceed with the driving track. The firing range and tactical villages will be built at a later phase. This facility will serve law enforcement agencies in Pinal County, the East Valley, Northern Pima County, and the Department of Public Safety.

Northern Arizona University provided the final funding to construct the Pinal County University Building. The groundbreaking is scheduled for October, 2001. The project is a joint venture between Central Arizona College, Northern Arizona University and University of Arizona.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		3,409
Annual Unduplicated Headcount		13,941
Fall 2000 Headcount (credit)		4,538
By Full-Time or Part-Time	Fall 2000	
Full-Time	1,220	26.9%
Part-Time	3,318	73.1%
Total	4,538	100.0%
By Gender	Fall 2000	
Female	2,595	57.2%
Male	1,917	42.2%
Undeclared	26	0.6%
Total	4,538	100.0%
By Ethnic or Race Group	Fall 2000	
Non-Resident Alien	0	0.0%
Black, non-Hispanic	162	3.6%
American Indian or Alaskan Native	274	6.0%
Asian or Pacific Islander	32	0.7%
Hispanic	1,312	28.9%
White, non-Hispanic	2,651	58.4%
Race/Ethnicity Unknown	107	2.4%
Total	4,538	100.0%
Instructional Staff	Fall 2000	
Full-Time Instructors	91	20.8%
Part-Time Instructors	347	79.2%
Total	438	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$2,039,063
District Tax Levy		$14,260,620
State Aid		$6,827,700
Tuition & Fees		$3,102,823
Grants & Contracts		$0
Transfers & Other Revenues		$1,595,109
Reserve for Future Acquisitions		$0
Total		$27,825,315
District Expenditures FY 2000-2001		
General Fund Expenditures		$21,235,335
Capital Outlay Plant Fund		$1,503,998
Bond & Debt Redemption		$1,455,000
Bond & Debt Interest		$1,040,708
Total		$25,235,041

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT
YAVAPAI COLLEGE
Dr. Doreen Dailey, President
1100 East Sheldon Street, Prescott, Arizona 86301
Telephone: 928.776.2022 Fax: 928.776.2019 Website: http://www.yavapai.cc.az.us

Introduction

The mission of Yavapai College is to provide quality, convenient and cost-effective learning opportunities for all citizens living within Yavapai County. Approximately 12,000 students each year attend classes on one of the College's two campuses, at five centers, or numerous other satellite locations.

Students can choose from 51 programs of study. Annually, more than 3,000 courses are offered at 77 sites.

Major Accomplishments 2000-2001

Master Plan Bond Approval – On November 7, 2000, 59% of this county's electorate voted to fund the $69.5 million master plan.

Implementation will provide for additional space and infrastructure upgrades to accommodate the growing student population, and necessary resources to meet the needs of technology. The countywide plan encompasses construction of new buildings, and renovation of a number of existing facilities.

Officials issued the first round of general obligation bonds, set at $26 million, to fund Phase I of the plan. A master plan architect has been selected and preliminary design work has begun.

Enrollment – Enrollment in new programs, offered in Sedona and Chino Valley, exceeded all projections. Students filled multimedia and filmmaking classes offered at the Sedona Center for Arts & Technology, and Agribusiness Technology classes offered at Old Home Manor in Chino Valley.

Student Achievement – Four students, two from the Verde Valley Campus and two from the Prescott Campus, were named to the All-Arizona Academic Team. Katherine Hofbauer, Karen LeBaron, Joyce Pollace and Laura Sommers all received recognition for their outstanding academic achievements, leadership capabilities, and community involvement.

A total of 187 students graduated with degrees or certificates. Additionally, throughout the course of the academic year, 124 completed the Career Skills program, 57 graduated from the Northern Arizona Regional Training Academy, and 42 from the nursing program. An additional 297 students completed studies and passed the exam to earn a high school equivalency diploma.

Grant Funded Projects – The United States Department of Commerce, Economic Development Administration, awarded Yavapai College a $1.2 million grant toward construction of the 15,000 square foot Northern Arizona Regional Skill Center on the Verde Valley Campus.

A $421,000 grant from the National Science Foundation (NSF) will provide resources for students, many with disabilities, who historically have not pursued higher education or careers in science, math, engineering, or other technical disciplines.

NCA Accreditation – The process for continuing accreditation by the Higher Learning Commission of the North Central Association (NCA) got into full swing during the 2000-2001 academic year.

There are 150 faculty, staff, adjunct faculty, administrators and community members serving on six criterion committees. A team of NCA educators is scheduled to visit Yavapai in Spring, 2003. Officials expect to receive notification of continuing accreditation as early as Fall, 2003.

Upcoming Issues for 2001-2002

Master Plan Implementation – Officials will continue with master plan implementation. Projects to be started in the upcoming year include:

- 15,000 square foot building on the Verde Valley Campus to house the Northern Arizona Regional Skills Center
- 30,000 square foot building on the Verde Valley Campus for classrooms, library, computer commons and meeting space
- Construction of the 50,000 square foot computer commons
- Construction of the 18,000 square foot Agribusiness & Science Technology Center in Chino Valley
- Construction of the 10,000 square foot studio arts facility behind the Performance Hall on the Prescott Campus
- Renovation of existing building, and upgrades to infrastructure and utilities on the Prescott Campus

Proposition 301 – Funds will be utilized to encourage and support workforce development programs.

- Expansion of the Applied Gerontology, and Agribusiness Technology
- Development of a manufacturing academy
- Digital photography/commercial graphics courses on the Prescott Campus
- Computer applications positions on the Prescott and Verde Valley Campuses
- Development of a digital sound program at the Sedona Center for Arts & Technology
- Community interest course coordinator for the Verde Valley
- County and statewide initiatives in teacher education, and certification
- Second year needs for the Sedona Center

Sedona Center for Arts & Technology – The success of the year-old facility has College officials planning for expansion sooner than expected. Personnel have identified 80 acres of national forest land adjacent to the center that could be utilized for expansion. Existing federal law would allow the College to acquire that land for educational purposes.

Plans for Phase II include additional teaching space, classrooms, workshop areas, research and development labs and student housing. College officials will seek extensive public input, and a community advisory committee is being formed.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		2,936
Annual Unduplicated Headcount		13,838
Fall 2000 Headcount (credit)		7,946
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	1,148	14.4%
Part-Time	6,798	85.6%
Total	7,946	100.0%
By Gender	**Fall 2000**	
Female	4,974	62.6%
Male	2,953	37.2%
Undeclared	19	0.2%
Total	7,946	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	4	0.1%
Black, non-Hispanic	41	0.5%
American Indian or Alaskan Native	145	1.8%
Asian or Pacific Islander	71	0.9%
Hispanic	344	4.3%
White, non-Hispanic	5,566	70.0%
Race/Ethnicity Unknown	1,775	22.3%
Total	7,946	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	87	17.8%
Part-Time Instructors	402	82.2%
Total	489	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$1,000,000
District Tax Levy		$18,018,799
State Aid		$5,667,600
Tuition & Fees		$3,317,375
Grants & Contracts		$0
Transfers & Other Revenues		($1,529,886)
Reserve for Future Acquisitions		$0
Total		$26,473,888
District Expenditures FY 2000-2001		
General Fund Expenditures		$22,687,162
Capital Outlay Plant Fund		$4,244,458
Bond & Debt Redemption		$1,070,466
Bond & Debt Interest		$687,398
Total		$28,680,484

YUMA/LA PAZ COUNTIES COMMUNITY COLLEGE DISTRICT
ARIZONA WESTERN COLLEGE
Dr. Don Schoening, President
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Introduction

Arizona Western College (AWC) offers educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of people in Yuma and La Paz Counties. To fulfill this mission, AWC awards associate degrees and certificates to students who successfully complete programs of study, preparing students for work, for meeting personal goals or for transfer into other degree programs. AWC offers day, evening and weekend classes at a main campus in Yuma, two satellite centers in south Yuma County and an educational center in Parker, La Paz County.

Major Accomplishments 2000-2001

The Yuma/La Paz Community College District Governing Board adopted 10 ambitious objectives for 2000-2001. College staff completed all 10 objectives.

Arizona Western College continues its march toward excellence. Its joint effort produced a number of changes and successes.

- Arizona Western College continued to experience a growth in full-time equivalent student (FTSE) enrollment.
- AWC trained 31 nurses and placed 28 nurses in the Yuma Regional Medical Center through the partnership with YRMC and AWC.
- AWC remodeled a building into a Fine Arts Center with a community gallery.
- AWC remodeled the former Fine Arts building into an Educational Services building providing larger classroom capacities.
- AWC faculty members continued to receive state and national acclaim for excellence in learning and professional contributions.
- Six AWC athletic programs competed for regional championships with two teams going on to Division One national competition.
- AWC's Phi Theta Kappa, the community college honor society, was recognized as the fastest growing chapter in the United States.
- AWC was a pacesetter organization for United Way, increasing staff contributions by well over 100%.

Major Issues and Resolutions in 2000-2001

A gap in the administrative organizational structure at Arizona Western College was identified. A Vice President of Information Technology and Learning Resources Services position was created to fill that gap.

In order to match program need to space, the Fine Arts building was extensively remodeled and repurposed as the Educational Services Building. In a similar remodeling effort, another building was transformed into a Fine Arts Center.

Upcoming Issues for 2001-2002

Each year, the Yuma/La Paz Counties District Governing Board reviews the AWC Strategic Plan. The Board then agrees upon the following objectives that are adopted to move the College toward its vision.

- Develop a district-wide human resources plan that identifies past five-year staffing patterns and projects five-year future needs for staff positions necessary to

maintain an effective, efficient, diversified and highly trained Arizona Western College workforce.

- Submit a monitoring report to the North Central accrediting agency which describes progress toward designing, piloting, modifying and implementing communicative, quantitative, critical thinking and technological literacy components for course clusters, certificates and degrees to improve student learning outcomes.
- Implement an academic advisement model to achieve broad participation by faculty, counselors and advisors to ensure that students are not at risk as they make educational progress toward certificates and/or degrees.
- Complete the application process for the licensing of an educational television broadcast channel which would enhance instructional programming to all residents not presently included in cable service access.
- Design an online registration model for pilot testing during the 2002 Spring and Summer sessions prior to implementation during 2002-2003.
- Implement, in partnership with NAU, 2+2 degree programs in social work and psychology.
- Complete a cultural and economic study of the impact of the activities, services and financial resources of Arizona Western College as it enhances the educational, business and workforce climate of Yuma and La Paz counties.
- Develop a five-year revenue resource model capable of projecting needed funding to facilitate the growth and development of Arizona Western College in order to remain a high performance, innovative college which continues to reward its staff for productivity.
- Support the Success Team Accountable for Responding to Students and Staff (STARS) and other college employees in the development of recommendations for improved work processes that encourage staff renewal and growth and maintenance of a positive work environment resulting in increased employee retention and productivity.

Facts-at-a-Glance

Enrollment FY 2000-2001		
Annual Full-Time Equivalent Student		3,718
Annual Unduplicated Headcount		8,896
Fall 2000 Headcount (credit)		5,833
By Full-Time or Part-Time	**Fall 2000**	
Full-Time	1,423	24.4%
Part-Time	4,410	75.6%
Total	5,833	100.0%
By Gender	**Fall 2000**	
Female	3,494	59.9%
Male	2,290	39.3%
Undeclared	49	0.8%
Total	5,833	100.0%
By Ethnic or Race Group	**Fall 2000**	
Non-Resident Alien	11	0.2%
Black, non-Hispanic	195	3.3%
American Indian or Alaskan Native	130	2.2%
Asian or Pacific Islander	86	1.5%
Hispanic	3,305	56.7%
White, non-Hispanic	2,003	34.3%
Race/Ethnicity Unknown	103	1.8%
Total	5,833	100.0%
Instructional Staff	**Fall 2000**	
Full-Time Instructors	99	28.2%
Part-Time Instructors	252	71.8%
Total	351	100.0%
District Sources of Funds FY 2000-2001		
Fund Balance		$9,483,178
District Tax Levy		$13,042,721
State Aid (incl. Equalization)		$6,093,300
Tuition & Fees		$2,942,254
Grants & Contracts		$0
Transfers & Other Revenues		$984,613
Reserve for Future Acquisitions		$0
Total		$32,546,066
District Expenditures FY 2000-2001		
General Fund Expenditures		$19,308,185
Capital Outlay Plant Fund		$1,653,522
Bond & Debt Redemption		$1,595,000
Bond & Debt Interest		$436,904
Total		$22,993,611

Arizona Community College
Student Enrollment Statistics and Trends
FY 1996-1997 to FY 2000-2001

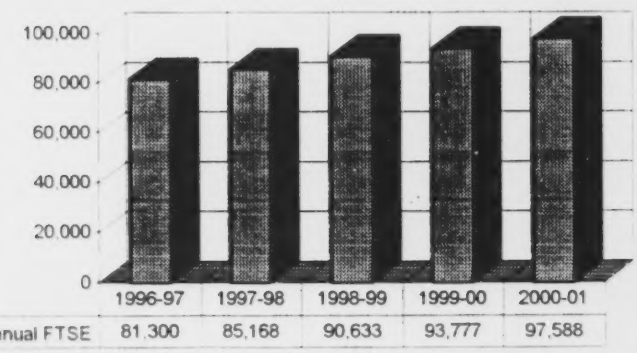
(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

Enrollment Trends
Annual Audited FTSE* and Fall Headcounts
Fiscal Years 1996-1997 to 2000-2001

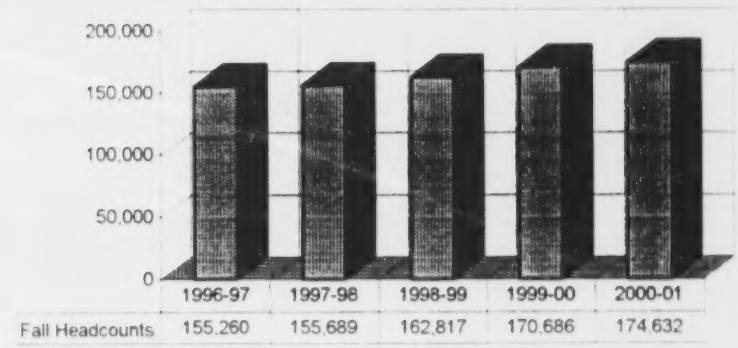
	1996-97	1997-98	1998-99	1999-00	2000-2001
Annual Audited FTSE	81,300	85,168	90,633	93,777	97,588
Fall Headcounts	155,260	155,689	162,817	170,686	174,632

*Full-Time Equivalent Student

Five-Year Annual FTSE Trends



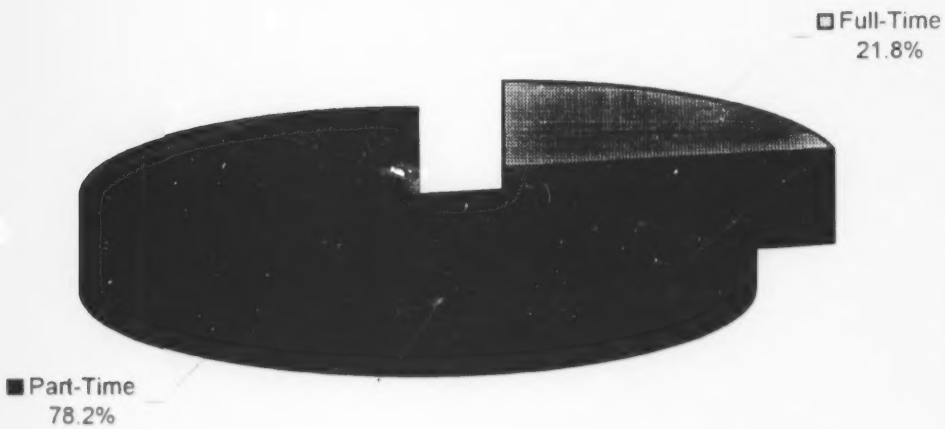
Five-Year Fall Headcounts



Headcount by Full-Time and Part-Time Enrollment
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Full-Time	34,894	36,023	36,366	39,555	38,039
Part-Time	120,366	119,666	126,451	131,131	136,593
State Totals	155,260	155,689	162,817	170,686	174,632

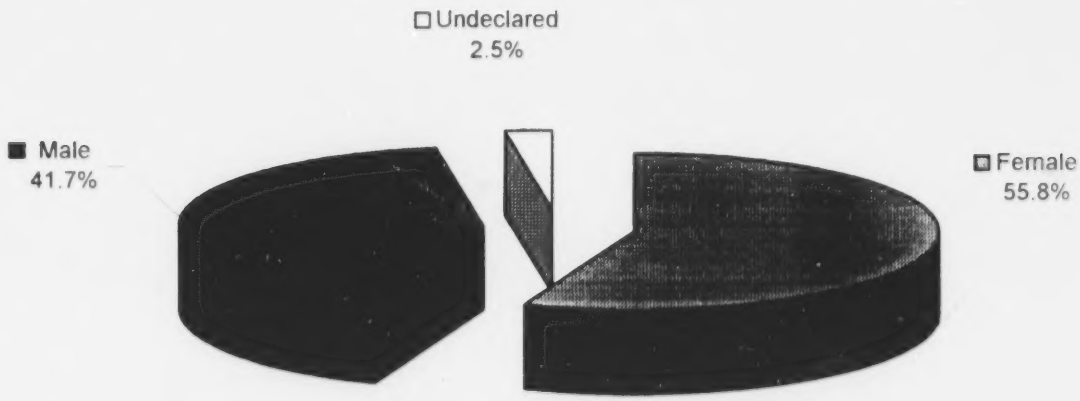
Fall 2000 Full-Time or Part-Time Enrollment



Headcount by Gender
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Female	88,796	88,747	91,591	94,787	97,373
Male	64,410	64,819	68,646	71,667	72,865
Undeclared	2,054	2,123	2,580	4,232	4,394
State Totals	155,260	155,689	162,817	170,686	174,632

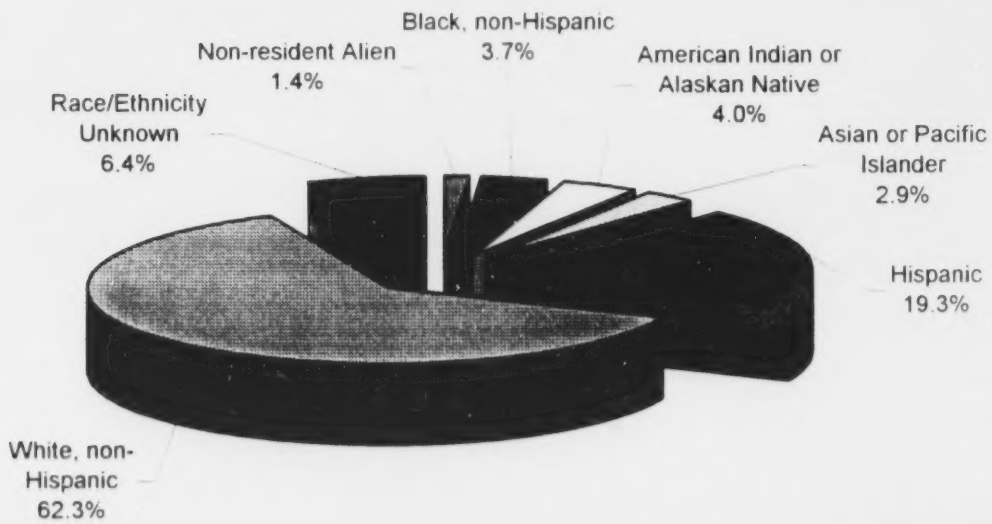
Fall 2000 Headcount by Gender



Headcount by Ethnic or Race Group
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Non-resident Alien	N/A	1,659	1,876	2,216	2,378
Black, non-Hispanic	5,384	5,386	5,750	6,051	6,501
American Indian or Alaskan Native	6,031	6,072	6,346	6,382	7,044
Asian or Pacific Islander	4,596	4,135	4,325	4,903	5,037
Hispanic	27,204	27,637	29,755	31,936	33,760
White, non-Hispanic	104,895	102,878	105,769	107,358	108,745
Race/Ethnicity Unknown	7,150	7,922	8,996	11,840	11,167
State Totals	155,260	155,689	162,817	170,686	174,632

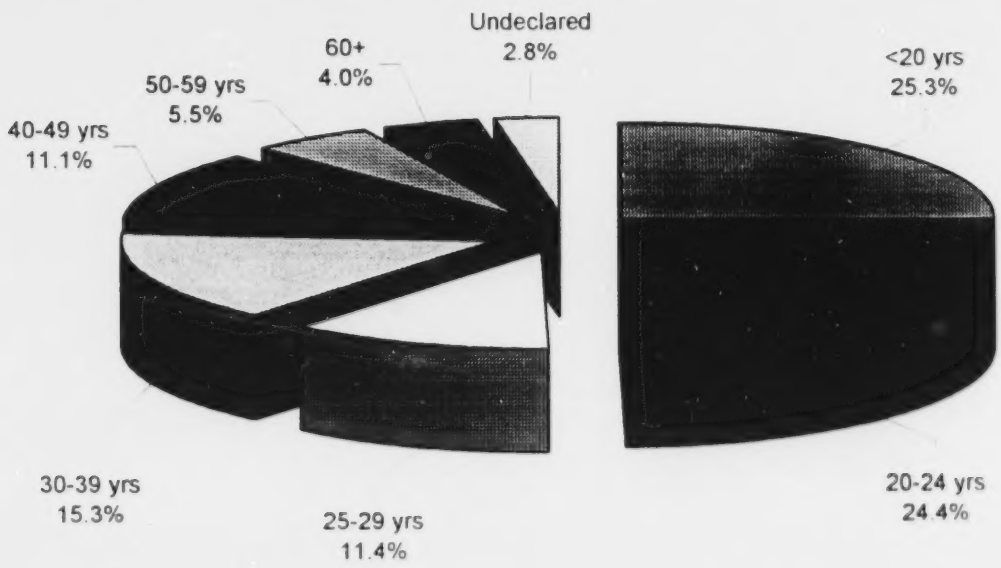
Fall 2000 Headcount by Ethnic or Race Group



Headcount by Age Cohort
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1990-00	2000-01
<20 yrs	33,351	35,950	40,138	42,788	44,257
20-24 yrs	37,900	37,559	39,205	41,767	42,650
25-29 yrs	20,807	20,340	20,292	20,159	19,993
30-39 yrs	28,573	27,414	26,927	26,420	26,739
40-49 yrs	19,363	18,825	18,944	19,265	19,439
50-59 yrs	7,799	7,954	8,586	9,511	9,607
60+	5,179	5,334	6,059	6,481	7,006
Undeclared	2,288	2,313	2,666	4,295	4,941
State Totals	155,260	155,689	162,817	170,686	174,632

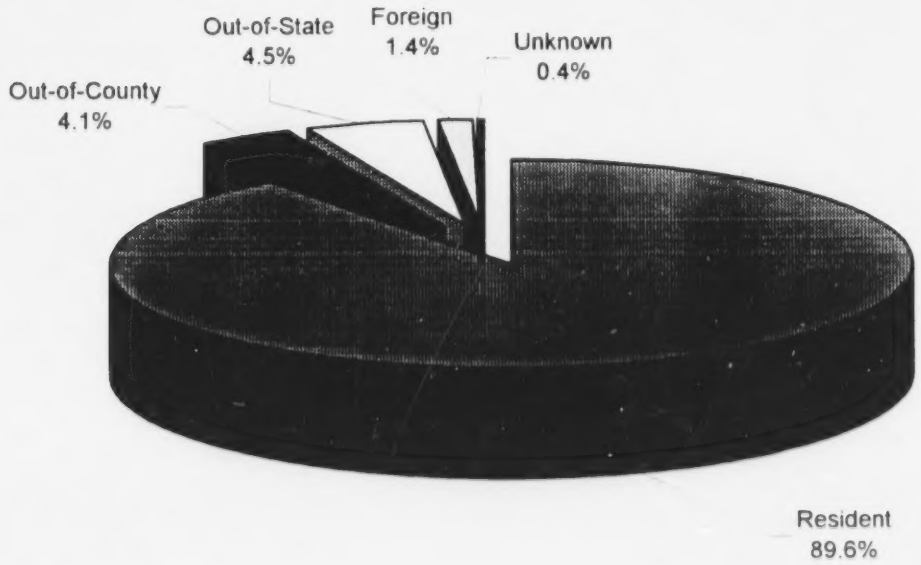
Fall 2000 Headcount by Age Cohort



Headcount by Residency Status
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Resident	140,409	141,072	147,054	155,298	156,481
Out-of-County	7,398	6,888	7,728	6,952	7,135
Out-of-State	5,707	5,799	5,905	6,077	7,927
Foreign	1,736	1,930	2,130	2,359	2,477
Unknown	10	0	0	0	612
State Totals	155,260	155,689	162,817	170,686	174,632

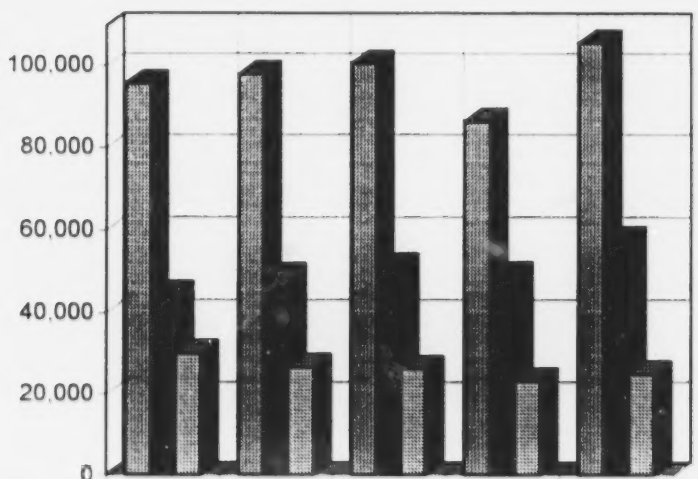
Fall 2000 Headcount by Residency Status



Headcount by College Continuation Status
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Continuing & Returning	95,624	97,998	100,704	86,269	105,788
First-Time Students	44,500	48,958	51,303	49,156	57,763
Higher Education Transfers	30,005	26,676	26,191	23,179	24,939

Fall 2000 Headcount
by College Continuation Status



	1996-97	1997-98	1998-99	1999-00	2000-01
Continuing & Returning	95,624	97,998	100,704	86,269	105,788
First-Time Students	44,500	48,958	51,303	49,156	57,763
Higher Education Transfers	30,005	26,676	26,191	23,179	24,939

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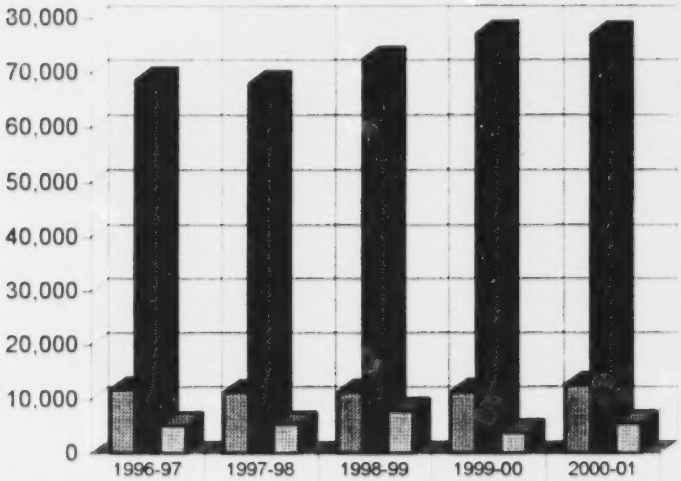
Headcount by Arizona High School Graduation Status
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Previous Year Arizona High School Graduates	11,859	11,339	11,439	11,465	12,713
Other High School Graduates	68,622	67,988	72,485	77,213	76,970
GED Completers	5,267	5,408	7,873	3,926	5,496

Fall 2000 Headcount by High School Graduation Status

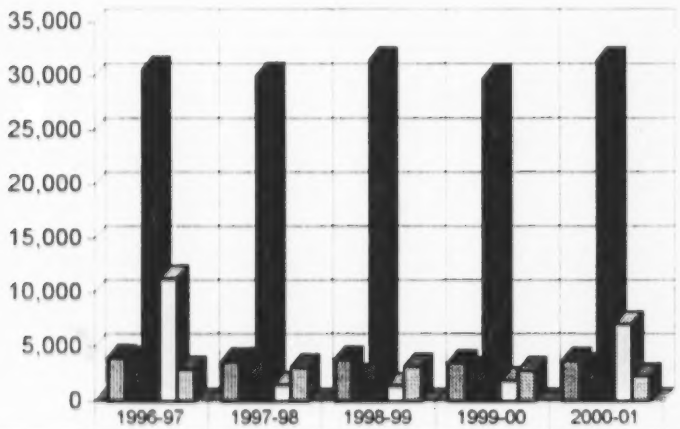


	1996-97	1997-98	1998-99	1999-00	2000-01
Previous year AZ high school grads	11,859	11,339	11,439	11,465	12,713
Other HS grads	68,622	67,988	72,485	77,213	76,970
GED completers	5,267	5,408	7,873	3,926	5,496

Miscellaneous Headcount Information
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Vets (Receiving Benefits)	3,982	3,655	3,807	3,476	3,722
Reporting as Physically Challenged	3,827	3,694	2,235	2,856	3,198
Receiving Federal Financial Aid	30,541	29,994	31,435	29,761	31,407
In Federal Programs	11,299	1,492	1,385	1,899	7,028
In Prison Courses	2,883	3,101	3,152	2,804	2,249

Miscellaneous Fall 2000 Headcount Information



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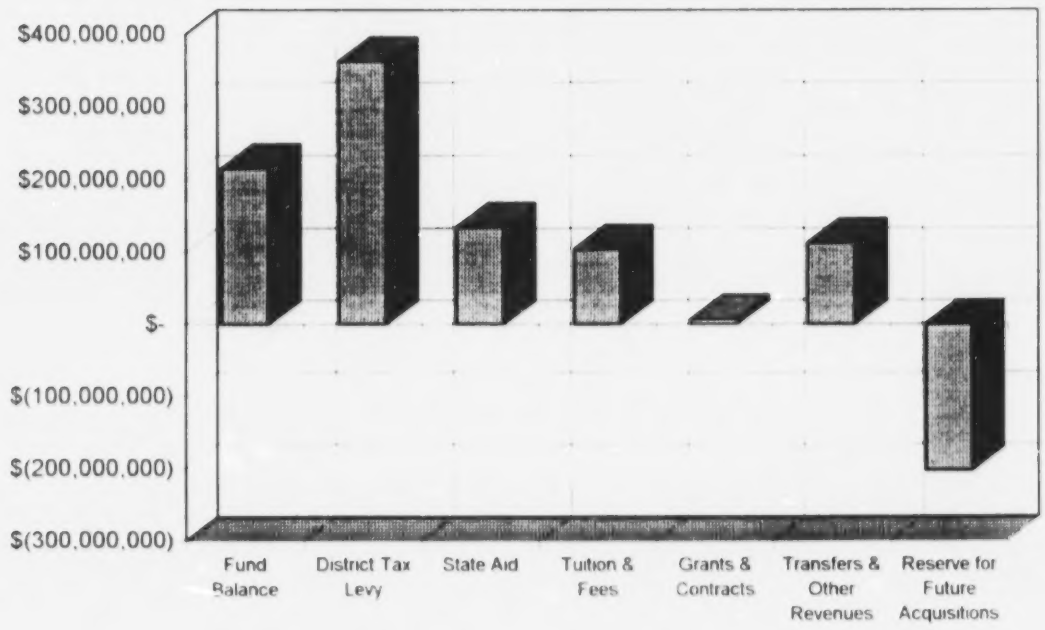
Arizona Community College Financial Information: Data and Trends FY 1996-1997 to FY 2000-2001

(Data provided by the ten community college districts)

Sources of Funds
(General and Plant Funds Combined)
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Fund Balance	171,176,960	145,395,797	178,342,553	119,680,971	214,677,558
District Tax Levy	259,131,100	286,451,852	300,640,257	333,410,829	362,609,364
State Aid	109,509,400	118,263,690	120,495,400	129,878,346	134,257,400
Tuition & Fees	79,493,348	85,933,116	93,516,106	98,672,800	103,989,768
Grants & Contracts	5,266,042	5,101,147	5,932,265	7,060,562	7,249,792
Transfers & Other Revenues	14,237,271	88,402,684	115,067,407	143,900,229	113,304,624
Reserve for Future Acquisitions	(115,755,869)	(83,913,056)	(114,424,969)	(160,528,626)	(202,370,871)
State Totals	$523,058,252	$645,635,230	$699,569,019	$672,075,711	$733,717,635

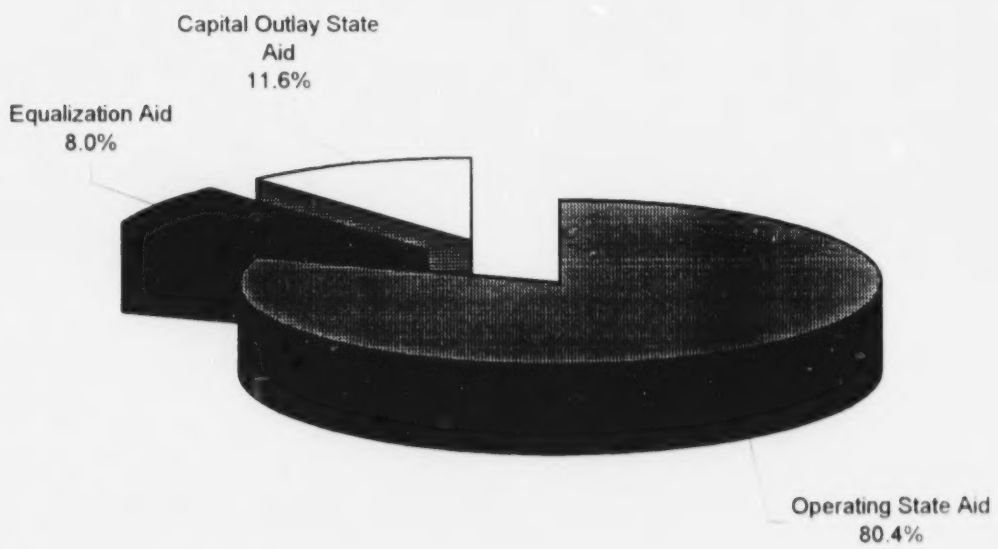
Sources of Funds FY 2000-2001



Analysis of State Aid
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
Operating State Aid	87,886,700	93,348,800	97,061,000	104,585,000	107,939,200
Equalization Aid	8,251,400	8,741,500	9,417,900	9,993,000	10,748,700
Capital Outlay State Aid	13,371,300	16,173,390	14,016,500	15,300,346	15,569,500
State Totals	$109,509,400	$118,263,690	$120,495,400	$129,878,346	$134,257,400

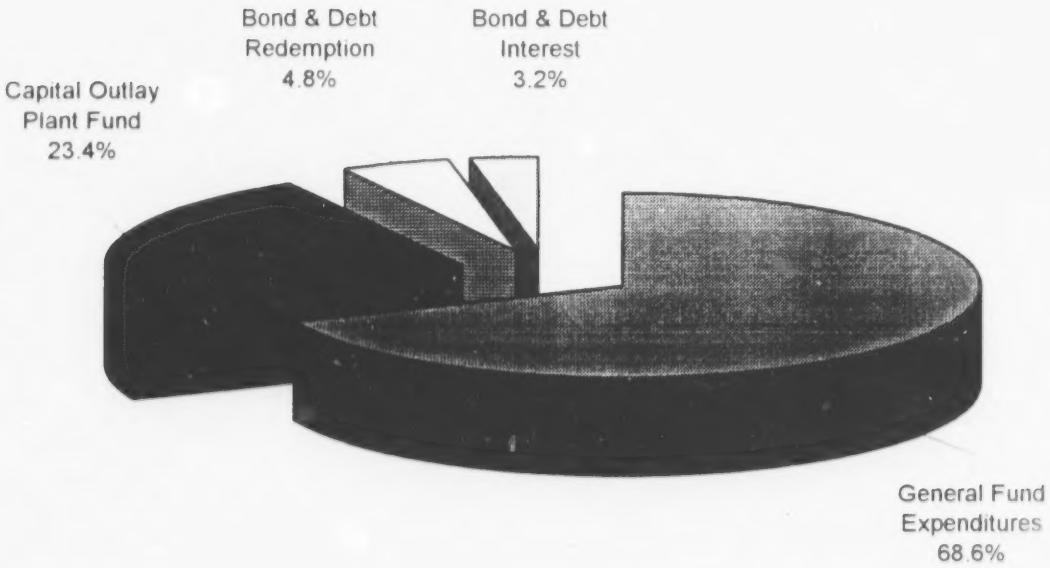
Analysis of State Aid FY 2000-2001



Disposition of Funds
Fiscal Years 1996-1997 to 2000-2001

	1996-97	1997-98	1998-99	1999-00	2000-01
General Fund Expenditures	389,179,938	411,385,330	448,681,147	484,264,234	518,406,688
Capital Outlay Plant Fund	86,625,820	111,441,270	205,698,428	141,049,038	176,791,914
Bond & Debt Redemption	27,623,109	79,526,279	18,536,554	28,411,738	36,388,174
Bond & Debt Interest	12,216,135	16,846,106	20,929,171	25,855,758	24,034,726
State Totals	$515,645,002	$619,198,985	$693,845,300	$679,580,768	$755,621,502

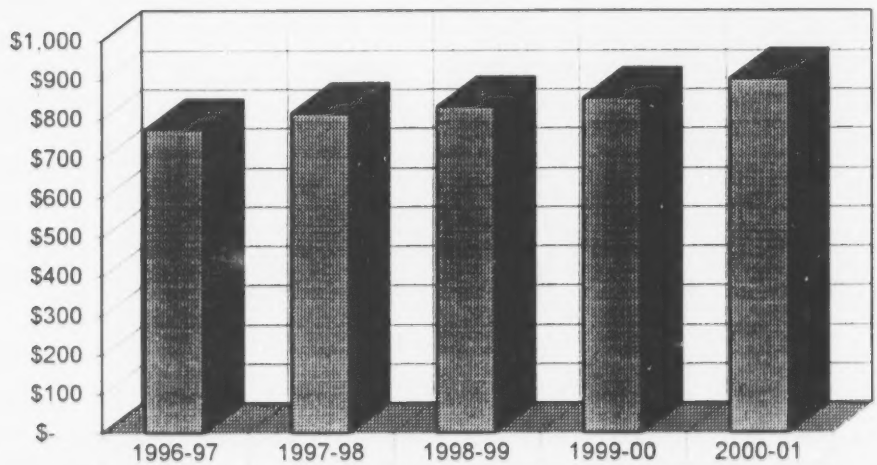
Disposition of Funds FY 2000-2001



Arizona Tuition Rates
For 30 Hours of Study
(One Year of Full-Time Equivalent Credit)

District	1996-97	1997-98	1998-99	1999-00	2000-01
Cochise	780	780	780	780	930
Coconino	810	810	810	900	990
Graham	628	652	652	732	748
Maricopa	1,020	1,110	1,140	1,200	1,230
Mohave	660	720	720	720	720
Navajo	660	720	720	720	750
Pima	774	798	822	884	875
Pinal	756	784	840	744	896
Yavapai	846	936	930	930	930
Yuma-LaPaz	810	840	900	930	960
State Average	$774	$815	$831	$854	$903

Arizona Average Tuition
Fiscal Years 1996-1997 to 2000-2001



	1996-97	1997-98	1998-99	1999-00	2000-01
Arizona Average Tuition	$774	$815	$831	$854	$903

Program of Study Information: Curriculum Matrix, Skill Centers, and Tech Prep

For information
previously displayed in the

Curriculum Matrix for
Arizona Community Colleges,

please refer to
"Curricula Matrix for Arizona's Community Colleges
Fall '01-Spring '02," *Arizona College and Career Guide 2001-2002* (27th Edition), (pp. 42-53). Phoenix: Arizona Commission for Postsecondary Education.

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Skill Centers

Another dimension of postsecondary education may be experienced at one of Arizona's three Skill Centers, which are located in Maricopa, Pima and Yuma Counties. These centers are unique workforce training operations that have existed in Arizona since 1962. Their purpose is to train unemployed and under employed persons for entry or re-entry into the labor market. Even though each Skill Center is responsible to the local community college district, they maintain a great degree of autonomy.

Most programs at the Skill Centers do not require a high school diploma for entry although students are encouraged to take advantage of the tutoring and testing available for a General Education Development (GED) certificate. In order to be truly responsive to the needs of students, the open-entry/open exit concept is utilized. Students may enroll on any day of the week, and they receive their certificates of completion the day they are "job-ready." Instruction is intensive and completion is competency-based.

Training Clusters, Representing Over 100 Certificates, Offered at One or More of Arizona's Skill Centers

Accounting and Payroll
Auto Body
Business and Office Education
Child Care
Computer Based Programs/Occupations
Computerized Office Procedures
Employment Success
Facilities Maintenance
Food Preparation/Service
Health Occupations
Highway Construction
Hotel and Airline Reservations
Machine Trades
Meat Cutting
Medical Assistant
Medical Transcription/Coding
Material Handling
Printing
Retail Skills
Retail Banking
Safety Trades
Teleservices
Typesetting
Welding Trades
(Workplace & Workforce Basic Skills included in all programs)

Skill Centers of Arizona
Enrollment Data

Skill Center	FTSE*	Student Clock Hrs	No. of Students	No. of Programs	Job** Placement	Certificates Awarded
Maricopa	938.18	600,437	2,106	14	574	1,712
Pima	401.71	257,099	844	8	455	512
Yuma	90.29	57,784	230	12	121	189
Total	1,430.18	915,320	3,180	34	1,150	2,413

* One Skill Center FTSE (full-time student equivalent) equals 640 clock hours of instruction.
**Conducted by Skill Center. Additional placements made by cooperating agency job developers and Department of Economic Security Job Services. (Estimated 70%) These are verifiable placements by the Skill Centers.

TECH PREP IN ARIZONA

Tech Prep is an educational initiative that prepares students for employment in high-skilled technical occupations which will dominate tomorrow's workplace.

Tech Prep utilizes a coordinated sequence of instructions, jointly designed by secondary and postsecondary instructors to link high school and postsecondary education.

Tech Prep emphasizes integration of broad occupational and solid academic skills in order to compete successfully in a competitive workforce.

A postsecondary Tech Prep Student = a concentrator/completer from the secondary level of an approved Tech Prep program

A postsecondary completer = a concentrator/completer who has earned a two-year postsecondary certificate and/or degree

The term **"tech prep program"** means a program of study that combines at least two-year of secondary education (as determined under State Law) and two-years of postsecondary education in a non-duplicative sequential course of study. (p. 91 – The Official Guide of the Perkins Act of 1998)

Existing services provided by Tech Prep:

- Recruitment
- Articulation
- Communication
- Professional Development
- Business Partnerships

Potential services provided by Tech Prep:

- Retention assistance
- Financial aid advice
- Mentoring and tutoring assistance
- Job shadowing, career opportunities and placement
- Scholarship opportunities

What are Characteristics of Tech Prep?

- **Articulation** is a planned process that enables students to acquire higher levels of skill training and link educational systems so that students can make a smooth transition from one level to another without delay, duplication of courses, or loss of credit.

- **New and Creative Partnerships** are designed and maintained between education and business; secondary and postsecondary institutions and academic and technical faculty.

- **Increased Attainment of Technical Skill Proficiencies, with Accountability**, is expected. Because more high school students have reason to complete a rigorous and relevant education, sophisticated higher-level competencies can be provided at the postsecondary level, with curriculum modifications at BOTH levels.

- **Guidance Counselors** play a vital role in the success of Tech Prep because they educate students about career options that meet their interest and needs.

- **Integration** provides sound academic competencies, which emphasizes science, math and communication, while obtaining a quality technical education.

- **Work Based Learning** includes experiences such as shadowing, mentoring, cooperative learning, internships, summer programs and apprenticeships as an integral part of Tech Prep through partnerships with business and industry

- **Learning Styles** provide opportunities that take the student from (1) concrete to abstract, (2) general to specific, (3) practice to theory, and (4) familiar to unfamiliar. A careful balance of head and hand skills incorporates all of these concepts and makes learning understandable and achievable.

In Arizona, the Tech Prep effort has completed its NINTH SUCCESSFUL YEAR.

Interagency Printing Services

State Board of Directors for Community Colleges of Arizona

Statistical Supplement to the Annual Report to the Governor FY 2000-2001

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Statistical Supplement to the Annual Report to the Governor FY 2000-2001

The State Board of Directors for Community Colleges of Arizona
Statistical Annual Report to the Governor, FY 2000-2001

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Teacher Certification, Faculty (Full- and Part-Time)
Arizona Community College Teacher Certification
Fall 2000 Faculty (Full- and Part-Time)

Federal Vocational Education Funding

Note: For more detailed anecdotal information and trend data on the Arizona
companion document to this *Statistical Supplement, The Annual Report to the*
State Board.

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the Arizona Community Colleges, please refer to the
Report to the Governor, FY2000-2001, issued by the

Arizona Community College
Student Enrollment
FY 2000-2001

(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

FY 2000-2001 Annual Audited Full-Time Equivalent Student Report (FTSE)

FTSE- definition - ARS § 15-1401.8. "Full-time equivalent student" means student enrollment for fifteen community college semester credit units per semester.

2000-2001 District	Basic Regular	Basic Short-term & OE/OE[1]	Adult Basic Education	Basic FTSE Subtotal	Skill Center FTSE	Total FTSE Number	Total FTSE Percent
Cochise	2,145	1,239	144	3,528		3,528	3.6%
Coconino	1,404	248		1,652		1,652	1.7%
Graham	2,715	471	5	3,191		3,191	3.3%
Maricopa	40,767	13,413	1,284	47,516	969	56,433	57.8%
Chandler-Gilbert	2,581	346		2,927		2,927	3.0%
Estrella Mountain	1,521	359		1,880	31	1,911	2.0%
GateWay	1,693	1,189		2,882	938	3,820	3.9%
Glendale	7,948	1,737	49	4,948		4,948	5.1%
Mesa	10,745	1,766	10	10,745		10,745	11.0%
Paradise Valley	2,782	493		2,782		2,782	2.9%
Phoenix	5,122	893		5,122		5,122	5.2%
Rio Salado	2,545	5,630	1,225	9,400		9,400	9.6%
Scottsdale	4,553	763		5,316		5,316	5.4%
South Mountain	1,277	237		1,514		1,514	1.6%
Mohave	1,838	441		2,279		2,279	2.3%
Navajo	1,933	481		2,414		2,414	2.5%
Pima	12,216	4,177	1,233	17,626	402	18,028	18.5%
Pinal	2,121	1,288		3,409		3,409	3.5%
Yavapai	2,311	579	46	2,936		2,936	3.0%
Yuma-La Paz	2,884	717	28	3,629	89	3,718	3.8%
State Totals	70,334	23,054	2,740	96,128	1,460	97,588	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

[1] OE/OE = Open Entry/Open Exit

FY 2000-2001 Annual Unduplicated Headcount*

2000-2001 District	Annual Unduplicated Headcount	
	Number	Percent
Cochise	9,875	2.8%
Coconino	5,720	1.6%
Graham	10,690	3.1%
Maricopa	197,432	56.5%
Chandler-Gilbert	10,038	2.9%
Estrella Mountain	7,441	2.1%
GateWay	17,117	4.9%
Glendale	33,174	9.5%
Mesa	38,542	11.0%
Paradise Valley	11,600	3.3%
Phoenix	21,463	6.1%
Rio Salado	34,198	9.8%
Scottsdale	18,095	5.2%
South Mountain	5,764	1.7%
Mohave	10,892	3.1%
Navajo	12,773	3.7%
Pima	65,221	18.7%
Pinal	13,941	4.0%
Yavapai	13,838	4.0%
Yuma-LaPaz	8,896	2.5%
State Totals	349,278	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

*Unduplicated Headcount denotes - Unduplicated count of individuals taking one or more credit courses during the year.

Headcount by Full-Time and Part-Time Enrollment
Fall 2000

District	Fall 2000				
	Full-Time	%	Part-Time	%	Total
Cochise	1,133	26.6%	3,125	73.4%	4,258
Coconino	600	16.8%	2,980	83.2%	3,580
Graham	1,499	23.6%	4,856	76.4%	6,355
Maricopa	22,506	21.3%	83,384	78.7%	105,890
Chandler-Gilbert	1,359	21.9%	4,858	78.1%	6,217
Estrella Mountain	647	15.0%	3,653	85.0%	4,300
GateWay	480	6.1%	7,415	93.9%	7,895
Glendale	4,871	24.2%	15,220	75.8%	20,091
Mesa	6,422	28.1%	16,399	71.9%	22,821
Paradise Valley	1,596	22.8%	5,404	77.2%	7,000
Phoenix	2,638	21.3%	9,748	78.7%	12,386
Rio Salado	1,034	9.2%	10,241	90.8%	11,275
Scottsdale	2,795	26.9%	7,596	73.1%	10,391
South Mountain	664	18.9%	2,850	81.1%	3,514
Mohave	646	13.2%	4,265	86.8%	4,911
Navajo	702	13.8%	4,394	86.2%	5,096
Pima	7,162	27.3%	19,063	72.7%	26,225
Pinal	1,220	26.9%	3,318	73.1%	4,538
Yavapai	1,148	14.4%	6,798	85.6%	7,946
Yuma-LaPaz	1,423	24.4%	4,410	75.6%	5,833
State Totals	38,039	21.8%	136,593	78.2%	174,632

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Gender
Fall 2000

Fall 2000 District	Female	%	Male	%	Undeclared	%	Total
Cochise	2,431	57.1%	1,797	42.2%	30	0.7%	4,258
Coconino	2,125	59.4%	1,454	40.6%	1	0.0%	3,580
Graham	3,640	57.3%	2,715	42.7%	0	0.0%	6,355
Maricopa	57,101	53.9%	44,876	42.4%	3,913	3.7%	105,890
Chandler-Gilbert	3,156	50.8%	2,836	45.6%	225	3.6%	6,217
Estrella Mountain	2,470	57.4%	1,703	39.6%	127	3.0%	4,300
GateWay	3,715	47.1%	4,101	51.9%	79	1.0%	7,895
Glendale	11,039	54.9%	8,563	42.6%	489	2.4%	20,091
Mesa	11,883	52.1%	10,597	46.4%	341	1.5%	22,821
Paradise Valley	4,134	59.1%	2,670	38.1%	196	2.8%	7,000
Phoenix	6,924	55.9%	4,576	36.9%	886	7.2%	12,386
Rio Salado	6,184	54.8%	3,865	34.3%	1,226	10.9%	11,275
Scottsdale	5,587	53.8%	4,561	43.9%	243	2.3%	10,391
South Mountain	2,009	57.2%	1,404	40.0%	101	2.9%	3,514
Mohave	3,332	67.8%	1,579	32.2%	0	0.0%	4,911
Navajo	3,315	65.1%	1,781	34.9%	0	0.0%	5,096
Pima	14,366	54.8%	11,503	43.9%	356	1.4%	26,225
Pinal	2,595	57.2%	1,917	42.2%	26	0.6%	4,538
Yavapai	4,974	62.6%	2,953	37.2%	19	0.2%	7,946
Yuma-LaPaz	3,494	59.9%	2,290	39.3%	49	0.8%	5,833
State Totals	97,373	55.8%	72,865	41.7%	4,394	2.5%	174,632

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

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Headcount by Ethnic or Race Group
Fall 2000

Fall 2000	Non-Resident alien		Black, non-Hispanic		American Indian		Asian or P.I.		Hispanic		White, non-Hispanic		Ethnicity unknown		Total
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Cochise	34	0.8%	269	6.3%	41	1.0%	152	3.6%	1,186	27.9%	2,386	56.0%	190	4.5%	4,258
Coconino	0	0.0%	61	1.7%	595	16.6%	55	1.5%	299	8.4%	2,540	70.9%	30	0.8%	3,580
Graham	21	0.3%	105	1.7%	557	8.8%	54	0.8%	1,110	17.5%	4,349	68.4%	159	2.5%	6,355
Maricopa	1,641	1.5%	4,674	4.4%	2,896	2.7%	3,693	3.5%	17,967	17.0%	68,046	64.3%	6,973	6.6%	105,890
Chandler-Gilbert	52	0.8%	144	2.3%	132	2.1%	232	3.7%	921	14.8%	4,432	71.3%	304	4.9%	6,217
Estrella Mountain	47	1.1%	206	4.8%	69	1.6%	139	3.2%	1,163	27.0%	2,463	57.3%	213	5.0%	4,300
GateWay	53	0.7%	505	6.4%	450	5.7%	231	2.9%	1,703	21.6%	4,562	57.8%	391	5.0%	7,895
Glendale	372	1.9%	861	4.3%	355	1.8%	895	4.5%	3,483	17.3%	13,151	65.5%	974	4.8%	20,091
Mesa	569	2.5%	737	3.2%	652	2.9%	950	4.2%	3,025	13.3%	15,718	68.9%	1,170	5.1%	22,821
Paradise Valley	64	0.9%	120	1.7%	84	1.2%	206	2.9%	601	8.6%	5,425	77.5%	500	7.1%	7,000
Phoenix	153	1.2%	856	6.9%	462	3.7%	362	2.9%	3,507	28.3%	5,712	46.1%	1,334	10.8%	12,386
Rio Salado	50	0.4%	458	4.1%	147	1.3%	384	3.4%	1,061	9.4%	7,848	69.6%	1,327	11.8%	11,275
Scottsdale	236	2.3%	194	1.9%	431	4.1%	218	2.1%	732	7.0%	7,942	76.4%	638	6.1%	10,391
South Mountain	45	1.3%	593	16.9%	114	3.2%	76	2.2%	1,771	50.4%	793	22.6%	122	3.5%	3,514
Mohave	0	0.0%	22	0.4%	120	2.4%	68	1.4%	566	11.5%	4,135	84.2%	0	0.0%	4,911
Navajo	0	0.0%	34	0.7%	1,353	26.6%	27	0.5%	330	6.5%	3,138	61.6%	214	4.2%	5,096
Pima	667	2.5%	938	3.6%	933	3.6%	799	3.0%	7,341	28.0%	13,931	53.1%	1,616	6.2%	26,225
Pinal	0	0.0%	162	3.6%	274	6.0%	32	0.7%	1,312	28.9%	2,651	58.4%	107	2.4%	4,538
Yavapai	4	0.1%	41	0.5%	145	1.8%	71	0.9%	344	4.3%	5,566	70.0%	1,775	22.3%	7,946
Yuma-LaPaz	11	0.2%	195	3.3%	130	2.2%	86	1.5%	3,305	56.7%	2,003	34.3%	103	1.8%	5,833
State Totals	2,378	1.4%	6,501	3.7%	7,044	4.0%	5,037	2.9%	33,760	19.3%	108,745	62.3%	11,167	6.4%	174,632

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Note The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Definitions/Catagories as defined by the Integrated Postsecondary Education Data System (IPEDS)

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Headcount by Age Cohort
Fall 2000

Fall 2000	Less than 20		20 to 24		25 to 29		30 to 39		40 to 49		50 to 59		60 and over		Undeclared		
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Total
Cochise	606	14.2%	1,195	28.1%	560	13.2%	785	18.4%	635	14.9%	277	6.5%	145	3.4%	55	1.3%	4,258
Coconino	577	16.1%	1,114	31.1%	396	11.1%	446	12.5%	410	11.5%	174	4.9%	51	1.4%	412	11.5%	3,580
Graham	2,096	33.0%	928	14.6%	384	6.0%	651	10.2%	617	9.7%	528	8.3%	1,151	18.1%	0	0.0%	6,355
Maricopa	28,124	26.6%	26,173	24.7%	12,901	12.2%	16,681	15.8%	10,912	10.3%	4,828	4.6%	2,116	2.0%	4,155	3.9%	105,890
Chandler-Gilbert	2,124	34.2%	1,483	23.9%	612	9.8%	940	15.1%	589	9.5%	202	3.2%	133	2.1%	134	2.2%	6,217
Estrella Mountain	1,233	28.7%	714	16.6%	422	9.8%	786	18.3%	575	13.4%	271	6.3%	162	3.8%	137	3.2%	4,300
GateWay	1,313	16.6%	1,133	14.4%	1,166	14.8%	1,878	23.8%	1,249	15.8%	517	6.5%	115	1.5%	524	6.6%	7,895
Glendale	5,810	28.9%	4,835	24.1%	2,379	11.8%	3,091	15.4%	2,053	10.2%	889	4.4%	313	1.6%	721	3.6%	20,091
Mesa	5,595	24.5%	8,120	35.6%	2,999	13.1%	3,047	13.4%	1,752	7.7%	748	3.3%	297	1.3%	263	1.2%	22,821
Paradise Valley	1,880	26.9%	1,723	24.6%	782	11.2%	1,092	15.6%	829	11.8%	360	5.1%	148	2.1%	186	2.7%	7,000
Phoenix	2,405	19.4%	3,075	24.8%	1,813	14.6%	2,209	17.8%	1,437	11.6%	654	5.3%	295	2.4%	498	4.0%	12,386
Rio Salado	3,865	34.3%	1,410	12.5%	1,239	11.0%	1,858	16.5%	1,109	9.8%	445	3.9%	152	1.3%	1197	10.6%	11,275
Scottsdale	2,464	23.7%	3,015	29.0%	1,199	11.5%	1,342	12.9%	1,051	10.1%	636	6.1%	474	4.6%	210	2.0%	10,391
South Mountain	1,435	40.8%	665	18.9%	290	8.3%	438	12.5%	268	7.6%	106	3.0%	27	56.0%	285	8.1%	3,514
Mohave	1,627	33.1%	716	14.6%	338	6.9%	634	12.9%	687	14.0%	468	9.5%	434	8.8%	7	0.1%	4,911
Navajo	1,814	35.6%	635	12.5%	443	8.7%	796	15.6%	751	14.7%	422	8.3%	208	4.1%	27	0.5%	5,096
Pima	5,903	22.5%	8,461	32.3%	3,279	12.5%	3,946	15.0%	2,878	11.0%	1,169	4.5%	325	1.2%	264	1.0%	26,225
Pinal	1,256	27.7%	615	13.6%	446	9.8%	831	18.3%	707	15.6%	378	8.3%	305	6.7%	0	0.0%	4,538
Yavapai	1,162	14.6%	980	12.3%	541	6.8%	911	11.5%	1,133	14.3%	1,044	13.1%	2,154	27.1%	21	0.3%	7,946
Yuma-LaPaz	1,092	18.7%	1,833	31.4%	705	12.1%	1,058	18.1%	709	12.2%	319	5.5%	117	2.0%	0	0.0%	5,833
State Totals	44,257	25.3%	42,650	24.4%	19,993	11.4%	26,739	15.3%	19,439	11.1%	9,607	5.5%	7,006	4.0%	4,941	2.8%	174,632

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Residency Status
Fall 2000

Fall 2000	Resident		Out-of-County		Out-of-State		Foreign		Unknown		
District	Number	%	Number	%	Number	%	Number	%	Number	%	Total
Cochise	4,030	94.6%	14	0.3%	180	4.2%	34	0.8%	0	0.0%	4,258
Coconino	2,782	77.7%	104	2.9%	288	8.0%	0	0.0%	406	11.3%	3,580
Graham	5,518	86.8%	632	9.9%	184	2.9%	21	0.3%	0	0.0%	6,355
Maricopa	98,484	93.0%	2,373	2.2%	3,392	3.2%	1,641	1.5%	0	0.0%	105,890
Chandler-Gilbert	5,757	92.6%	221	3.6%	187	3.0%	52	0.8%	0	0.0%	6,217
Estrella Mountain	4,171	97.0%	9	0.2%	73	1.7%	47	1.1%	0	0.0%	4,300
GateWay	7,364	93.3%	263	3.3%	215	2.7%	53	0.7%	0	0.0%	7,895
Glendale	19,046	94.8%	182	0.9%	491	2.4%	372	1.9%	0	0.0%	20,091
Mesa	20,492	89.8%	793	3.5%	967	4.2%	569	2.5%	0	0.0%	22,821
Paradise Valley	6,705	95.8%	42	0.6%	189	2.7%	64	0.9%	0	0.0%	7,000
Phoenix	11,961	96.6%	117	0.9%	155	1.3%	153	1.2%	0	0.0%	12,386
Rio Salado	10,249	90.9%	495	4.4%	481	4.3%	50	0.4%	0	0.0%	11,275
Scottsdale	9,354	90.0%	228	2.2%	573	5.5%	236	2.3%	0	0.0%	10,391
South Mountain	3,385	96.3%	23	0.7%	61	1.7%	45	1.3%	0	0.0%	3,514
Mohave	4,321	88.0%	323	6.6%	267	5.4%	0	0.0%	0	0.0%	4,911
Navajo	4,140	81.2%	895	17.6%	61	1.2%	0	0.0%	0	0.0%	5,096
Pima	22,598	86.2%	1,473	5.6%	1,281	4.9%	667	2.5%	206	0.8%	26,225
Pinal	3,533	77.9%	838	18.5%	140	3.1%	27	0.6%	0	0.0%	4,538
Yavapai	6,178	77.7%	403	5.1%	1,309	16.5%	56	0.7%	0	0.0%	7,946
Yuma-LaPaz	4,897	84.0%	80	1.4%	825	14.1%	31	0.5%	0	0.0%	5,833
State Totals	156,481	89.6%	7,135	4.1%	7,927	4.5%	2,477	1.4%	612	0.4%	174,632

98 Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

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Non-Credit Classes and Non-Credit Enrollment

Non-Credit Classes Not counted in credit Enrollment figures	July 1 to Dec. 31, 2000				Jan. 1 to June 30, 2001				Totals: FY 2000-2001			
	Number of Classes		Number of Students		Number of Classes		Number of Students		Number of Classes		Number of Students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cochise	38	1.0%	421	1.1%	46	0.9%	623	1.3%	84	1.0%	1,044	1.2%
Coconino	5	0.1%	44	0.1%	19	0.4%	165	0.3%	24	0.3%	209	0.2%
Graham	15	0.4%	90	0.2%	48	1.0%	479	1.0%	63	0.7%	569	0.7%
Maricopa	2,761	73.5%	28,537	76.4%	3,551	71.3%	34,922	73.9%	6,312	72.2%	63,459	75.0%
Chandler-Gilbert	801	21.3%	4,149	11.1%	978	19.6%	4,256	9.0%	1,779	20.4%	8,405	9.9%
Estrella Mountain	123	3.3%	918	2.5%	143	2.9%	1,239	2.6%	266	3.0%	2,157	2.5%
GateWay	37	1.0%	301	0.8%	55	1.1%	451	1.0%	92	1.1%	752	0.9%
Glendale	538	14.3%	5,327	14.3%	670	13.4%	8,451	17.9%	1,208	13.8%	13,778	16.3%
Mesa	257	6.8%	3,190	8.5%	280	5.6%	3,964	8.4%	537	6.1%	7,154	8.5%
Paradise Valley	464	12.4%	3,087	8.3%	706	14.2%	4,536	9.6%	1,170	13.4%	7,623	9.0%
Phoenix	177	4.7%	4,335	11.6%	228	4.6%	3,866	8.2%	405	4.6%	8,201	9.7%
Rio Salado	81	2.2%	3,074	8.2%	86	1.7%	2,165	4.6%	167	1.9%	5,239	6.2%
Scottsdale	225	6.0%	3,469	9.3%	346	6.9%	5,434	11.5%	571	6.5%	8,903	10.5%
South Mountain	58	1.5%	687	1.8%	59	1.2%	560	1.2%	117	1.3%	1,247	1.5%
Mohave	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Navajo	78	2.1%	1,735	4.6%	43	0.9%	850	1.8%	121	1.4%	2,585	3.1%
Pima	701	18.7%	5,119	13.7%	1,071	21.5%	8,590	18.2%	1,772	20.3%	13,709	16.2%
Pinal	0	0.0%	0	0.0%	5	0.1%	43	0.1%	5	0.1%	43	0.1%
Yavapai	157	4.2%	1,430	3.8%	199	4.0%	1,588	3.4%	356	4.1%	3,018	3.6%
Yuma-LaPaz	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
State Totals	3,755	100.0%	37,376	100.0%	4,982	100.0%	47,260	100.0%	8,737	100.0%	84,636	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount College Continuation Status: Continuing & Returning, First-Time Students, Higher Education Transfers
Fall 2000

Fall 2000 District	Continuing & Returning	1st-Time Students	Higher Ed Transfers
Cochise	4,049	206	3
Coconino	2,191	357	626
Graham	4,880	1,356	119
Maricopa	59,452	39,620	21,087
Chandler-Gilbert	713	3,109	1,170
Estrella Mountain	2,478	1,963	770
GateWay	4,310	3,651	1,972
Glendale	12,293	8,975	4,115
Mesa	14,482	9,318	5,639
Paradise Valley	4,023	2,515	1,536
Phoenix	8,053	3,391	1,655
Rio Salado	5,006	1,533	584
Scottsdale	6,256	3,478	3,228
South Mountain	1,838	1,687	418
Mohave	3,236	1,675	N/A
Navajo	3,112	1,975	9
Pima	16,662	6,861	2,697
Pinal	2,917	1,458	163
Yavapai	5,005	2,709	232
Yuma-LaPaz	4,284	1,546	3
State Totals	105,788	57,763	24,939

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Arizona High School Graduation Status
Fall 2000

Fall 2000 District	High School Graduation Status		
	Previous yr. AZ HS Grad	Other AZ HS Grads	G.E.D. Completers
Cochise	323	1,213	316
Coconino	147	1,705	210
Graham	510	2,167	428
Maricopa	7,596	54,586	2,200
Chandler-Gilbert	580	3,243	N/A
Estrella Mountain	252	2,196	94
GateWay	154	3,696	0
Glendale	1,878	11,149	726
Mesa	2,149	11,731	858
Paradise Valley	625	3,468	0
Phoenix	860	6,038	485
Rio Salado	81	6,361	0
Scottsdale	746	4,639	0
South Mountain	271	2,065	37
Mohave	439	64	99
Navajo	225	1,530	70
Pima	1,894	9,782	1,480
Pinal	524	1,502	194
Yavapai	355	1,854	335
Yuma-LaPaz	700	2,567	164
State Totals	12,713	76,970	5,496

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Miscellaneous Headcount Information
Fall 2000

Fall 2000 District	Veterans receiving benefits	Students reporting as physically challenged	Students receiving Federal financial aid	Students in JTPA or other Federal Programs	Students enrolled in prison courses
Cochise	296	90	2,106	55	656
Coconino	50	76	623	54	N/A
Graham	44	18	1,412	318	403
Maricopa	2,034	1,970	15,425	5,733	434
Chandler-Gilbert	116	79	737	N/A	N/A
Estrella Mountain	109	52	619	5	0
GateWay	87	N/A	33	N/A	N/A
Glendale	425	347	4,045	27	N/A
Mesa	723	683	3,572	3	N/A
Paradise Valley	101	330	951	26	0
Phoenix	151	439	3,017	1	N/A
Rio Salado	175	16	506	5,670	434
Scottsdale	125	0	1,104	1	0
South Mountain	22	24	841	0	0
Mohave	46	72	698	66	0
Navajo	25	126	578	N/A	84
Pima	1,007	761	6,390	199	292
Pinal	50	78	890	72	303
Yavapai	106	7	884	N/A	N/A
Yuma-LaPaz	64	N/A	2,401	531	77
State Totals	3,722	3,198	31,407	7,028	2,249

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Degrees and Certificates Awarded

FY 2000-01	Degrees Awarded				Certificates Awarded				
District	Academic	Occupational	Other	Total	1 to 15 hrs	16 to 30 hrs	31 to 45 hrs	46 or more	Total
Cochise	212	149	0	361	383	174	90	45	692
Coconino	91	10	0	101	11	8	12	0	31
Graham	204	96	0	300	7	357	1	0	365
Maricopa	1,596	1,394	1,113	4,103	1,998	3,644	3,512	213	9,367
Chandler-Gilbert	106	38	83	227	6	36	26	27	95
Estrella Mountain	78	19	59	156	107	32	0	0	139
GateWay	15	229	12	256	345	68	89	97	599
Glendale	376	247	144	767	518	133	23	61	735
Mesa	379	283	387	1,049	150	47	8	0	205
Paradise Valley	145	28	114	287	23	39	6	0	68
Phoenix	250	251	120	621	448	109	89	13	659
Rio Salado	41	88	29	158	350	3,148	3,216	11	6,725
Scottsdale	125	209	79	413	40	27	53	4	124
South Mountain	81	2	86	169	11	5	2	0	18
Mohave	57	52	0	109	0	0	80*	0	80
Navajo	25	81	25	131	2	53	40	0	95
Pima	426	537	406	1,369	53	251	837	9	1,150
Pinal	171	119	0	290	81	503	100	7	691
Yavapai	119	98	0	217	0	4	39	0	43
Yuma-LaPaz	328	127	0	455					122
State Totals	3,229	2,663	1,544	7,436	2,535	4,994	4,631	274	12,636

Degrees and Certificates Awarded, FY 2000-2001: 20,072

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

* 31 or more hours

Off-Campus Programs
Fall 2000

Fall 2000 District	Number of Students	Number of Classes	Number of Locations
Cochise	2,944	461	14
Coconino	64	9	4
Graham	1,336	343	12
Maricopa	39,931	5,270	264
Chandler-Gilbert	2,886	269	20
Estrella Mountain	653	70	9
GateWay	7,939	537	61
Glendale	7,528	507	33
Mesa	4,989	786	6
Paradise Valley	111	10	3
Phoenix	1,559	240	39
Rio Salado	13,095	2,632	78
Scottsdale	244	40	11
South Mountain	927	179	4
Mohave	367	95	8
Navajo	5,008	830	52
Pima	6,970	820	78
Pinal	1,578	73	26
Yavapai	2,910	324	22
Yuma-LaPaz	6,634	508	13
State Totals	67,742	8,733	493

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Arizona Community College
Financial Information: Income Data
FY 2000-2001

Note: Unaudited financial information.

(Data provided by the ten community college districts)

Sources of Funds

General and Plant Funds Combined

District	Fund Balance[1]	Tax levy & In-lieu Payments	State Aid	Tuition & Fees	Grants & Contracts	Transfers & Other Revenue	Reserve for Future Acquisitions	Total General Fund
Cochise	4,675,408	8,441,641	9,163,700	4,700,391	0	2,080,856	0	29,061,996
Coconino	26,689,136	5,707,243	3,444,100	2,354,157	0	1,648,116	(8,250,000)	31,592,752
Graham	20,598,669	1,856,374	13,527,400	2,879,753	2,715,160	(260,477)	(17,941,492)	23,375,387
Maricopa	94,939,226	221,611,543	56,245,200	58,124,177	0	52,798,779	(107,537,956)	376,180,969
Mohave	3,067,519	8,573,913	4,531,200	1,406,424	7,010	535,216	(1,856,480)	16,264,802
Navajo	6,350,000	7,679,463	6,009,500	2,400,362	756,570	397,535	(3,500,000)	20,093,430
Pima	45,835,359	63,417,047	22,747,700	22,762,052	3,771,052	55,054,763	(63,284,943)	150,303,030
Pinal	2,039,063	14,260,620	6,827,700	3,102,823	0	1,595,109	0	27,825,315
Yavapai	1,000,000	18,018,799	5,667,600	3,317,375	0	(1,529,886)	0	26,473,888
Yuma-La Paz	9,483,178	13,042,721	6,093,300	2,942,254	0	984,613	0	32,546,066
State Totals	**$214,677,558**	**$362,609,364**	**$134,257,400**	**$103,989,768**	**$7,249,792**	**$113,304,624**	**($202,370,871)**	**$733,717,636**

[1] Fund balance at June 30, less reserves, board designations and other.

Analysis of State Aid

District	Operating State Aid	Equalization Aid	Capital Outlay State Aid	Total State Aid
Cochise	6,321,400	2,092,200	750,100	9,163,700
Coconino	3,130,800	0	313,300	3,444,100
Graham	5,645,600	7,275,100	606,700	13,527,400
Maricopa	47,945,800	0	8,299,400	56,245,200
Mohave	4,048,800	0	482,400	4,531,200
Navajo	4,326,300	1,263,600	419,600	6,009,500
Pima	19,963,100	0	2,784,600	22,747,700
Pinal	6,165,100	0	662,600	6,827,700
Yavapai	5,079,600	0	588,000	5,667,600
Yuma-La Paz	5,312,700	117,800	662,800	6,093,300
State Totals	$107,939,200	$10,748,700	$15,569,500	$134,257,400

General Fund Income

District	Fund Balance[1]	Tax levy[2] & In-Lieu	State Aid	Tuition & Fees	Grants & Contracts	Other Revenue	Transfers	Total General Fund
Cochise	3,476,853	8,441,641	8,413,600	4,700,391	0	1,930,384	(59,475)	26,903,394
Coconino	0	3,861,021	3,130,800	2,354,157	0	603,906	(216,337)	9,733,547
Graham	2,599,036	1,856,374	12,920,700	2,879,753	2,715,160	374,912	(4,505,941)	18,839,994
Maricopa	20,468,520	189,890,183	47,945,800	58,124,177	0	4,446,136	(2,733,663)	318,141,153
Mohave	1,137,225	8,573,913	4,048,800	1,406,424	7,010	188,253	(516,481)	14,845,144
Navajo	1,000,000	6,134,941	5,589,900	2,400,362	756,570	455,351	(1,749,598)	14,587,526
Pima	(1,557,408)	47,807,047	19,963,100	22,762,052	3,771,052	4,257,525	(6,405,041)	90,598,327
Pinal	1,083,671	13,451,878	6,165,100	3,102,823	0	1,394,745	(2,053,772)	23,144,445
Yavapai	1,000,000	16,533,362	5,079,600	3,317,375	0	357,317	(3,918,837)	22,368,817
Yuma-La Paz	8,267,292	10,865,905	5,430,500	2,942,254	0	854,265	(462,279)	27,897,937
State Totals	$37,475,189	$307,416,265	$118,687,900	$103,989,768	$7,249,792	$14,862,794	($22,621,424)	$567,060,284

[1] Fund balance at June 30, less reserves, board designations and other.
[2] Includes in-lieu payments of $5,191,867.

Plant Fund Income

District	Fund Balance[1]	Tax Levy[2] & In-lieu	State Aid	Other Revenue	Bond Proceeds	Future Acquisitions	Transfers	Total Plant Fund
Cochise	1,198,555	0	750,100	204,950	0	0	4,997	2,158,602
Coconino	26,689,136	1,846,222	313,300	1,096,601	0	(8,250,000)	163,946	21,859,205
Graham	17,999,633	0	606,700	1,102,855	0	(17,941,492)	2,767,697	4,535,393
Maricopa	74,470,706	31,721,360	8,299,400	6,497,145	38,235,336	(107,537,956)	6,353,825	58,039,816
Mohave	1,930,294	0	482,400	44,246	0	(1,856,480)	819,198	1,419,658
Navajo	5,350,000	1,544,522	419,600	442,184	0	(3,500,000)	1,249,598	5,505,904
Pima	47,392,767	15,610,000	2,784,600	2,652,279	49,980,000	(63,284,943)	4,570,000	59,704,703
Pinal	955,392	808,742	662,600	265,505	0	0	1,988,631	4,680,870
Yavapai	0	1,485,437	588,000	318,959	0	0	1,712,675	4,105,071
Yuma-La Paz	1,215,886	2,178,816	662,800	592,627	0	0	0	4,648,129
State Totals	$177,202,369	$55,193,099	$15,569,500	$13,217,351	$88,215,336	($202,370,871)	$19,630,567	$166,657,351

[1] Fund balance at June 30, less reserves, board designations and other.

1.7

1.6

ASSESSED VALUATION & TAX LEVY DATA

District	2000 Assessed Valuation	Tax Rate Used	Primary Levy Limit	Actual Primary Levy	Percent of Tax Levy Limit Used	2000 Assessed Val Secondary	Actual Secondary Levy	Tax Rate Used
Cochise	492,396,096	1 7368	11,610,700	8,551,935	73 7%	503,459,048	0	0
Coconino	971,779,413	0 3973	3,860,880	3,860,880	100 0%	1,004,868,701	1,759,393	0 1751
Graham	87,843,540	1 9303	1,695,644	1,695,644	100 0%	91,427,926	0	0
Maricopa	19,362,298,255	0 9691	189,518,176	187,642,684	99 0%	20,877,715,546	31,377,241	0 1503
Mohave	935,484,196	0 9417	8,810,390	8,809,501	100 0%	960,138,646	0	0
Navajo	534,952,560	1 1371	6,982,201	6,082,705	87 1%	558,264,740	1,526,725	0 2735
Pima	4,111,664,071	1 1709	48,143,475	48,143,475	100 0%	4,236,070,095	16,372,411	0 3865
Pinal	639,663,229	2 1052	21,470,295	13,465,923	62 7%	671,060,458	277,666	0 0414
Yavapai	1,181,301,079	1 5330	19,275,290	18,109,635	94 0%	1,247,635,912	1,091,840	0 0875
Yuma-La Paz[1]	647,141,667	1 8181	14,789,651	11,765,682	79 6%	668,162,362	1,880,878	0 2815
State Totals	$28,964,524,106	1 0675	$326,156,702	$308,128,064	94 5%	$30,818,803,434	$54,286,154	0 1674

[1] Yuma La Paz assessed valuation is sum of assessed valuation for each county

EXPENDITURE LIMITATIONS

Statutory Limit to Budgeted Expenditures FY 2001

District	Statutory Expenditure Limitation	Budgeted Amts Subject to Limitation	Expenditure Limit Used (percent)
Cochise	19,189,074	19,189,074	100 00%
Coconino	8,294,190	7,242,419	87 32%
Graham	18,730,646	14,129,001	75 43%
Maricopa	237,068,111	236,823,446	99 90%
Mohave	16,000,225	15,215,857	95 10%
Navajo	10,924,132	10,924,132	100 00%
Pima	71,763,439	69,181,000	96 40%
Pinal	22,201,738	21,235,301	95 65%
Yavapai	24,653,913	23,829,501	96 66%
Yuma-La Paz	22,904,676	20,621,834	90 03%
State Totals	$451,730,144	$438,391,565	97 05%

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Arizona Community College
Financial Information: Expenditure Data
FY 2000-2001

Note: Unaudited financial information.

(Data provided by the ten community college districts)

Disposition of Funds

District	General Fund Expenditures	Plant Fund Expenditures				Total General Fund & Plant Fund
		Capital Outlay	Bond & Debt Redemption	Bond & Debt Interest	Total	
Cochise	23,197,877	1,168,700	185,000	117,931	1,471,631	24,669,508
Coconino	8,780,356	17,267,865	715,000	1,221,625	19,204,490	27,984,846
Graham	15,387,714	2,782,844	0	0	2,782,844	18,170,558
Maricopa	290,140,913	99,287,570	15,087,708	14,626,936	129,002,214	419,143,127
Mohave	14,001,453	5,138,523	390,000	282,683	5,811,206	19,812,659
Navajo	13,069,366	3,782,979	1,060,000	716,323	5,559,302	18,628,668
Pima	90,598,327	39,961,455	14,830,000	4,913,218	59,704,673	150,303,000
Pinal	21,235,335	1,503,998	1,455,000	1,040,708	3,999,706	25,235,041
Yavapai	22,687,162	4,244,458	1,070,466	678,398	5,993,322	28,680,484
Yuma-La Paz	19,308,185	1,653,522	1,595,000	436,904	3,685,426	22,993,611
State Totals	**$518,406,688**	**$176,791,914**	**$36,388,174**	**$24,034,726**	**$237,214,814**	**$755,621,502**
Percent of Total	68.6%	23.4%	4.8%	3.2%	31.4%	100.0%

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Summary of General Fund Current Operating Expenditures

Summary by Object Classification

District	Salaries and Wages	Employee Benefits	Contractual Services	Supplies	Current Fixed Charges	Utilities & Communication	Travel	Miscellaneous	Contingencies & Reserves	Totals
Cochise	15,458,154	2,459,078	1,341,989	1,933,215	369,784	851,075	335,220	449,362	0	23,197,877
Coconino	5,520,381	964,339	790,950	430,758	640,487	213,587	162,182	57,672	0	8,780,356
Graham	9,526,208	2,596,831	517,628	1,429,460	261,819	741,061	299,514	15,193	0	15,387,714
Maricopa	205,756,237	32,718,215	24,176,440	8,576,367	3,828,978	11,499,364	2,091,973	1,172,370	320,969	290,140,913
Mohave	9,434,063	1,646,029	646,219	1,292,199	72,769	593,645	228,330	88,199	0	14,001,453
Navajo	7,739,158	1,694,876	1,145,692	752,877	262,800	1,017,953	139,883	316,127	0	13,069,366
Pima	61,805,148	10,016,532	6,985,390	3,830,039	1,891,837	4,034,231	1,378,616	656,534	0	90,598,327
Pinal	13,990,218	3,000,004	1,100,531	1,248,864	350,085	1,093,034	309,066	143,533	0	21,235,335
Yavapai	15,344,782	2,234,499	1,634,477	1,538,517	388,292	1,048,773	429,317	68,505	0	22,687,162
Yuma-La Paz	12,451,101	2,356,146	1,682,203	1,146,891	487,493	868,663	315,688	0	0	19,308,185
State Totals	$357,025,450	$59,686,549	$40,021,519	$22,179,187	$8,554,344	$21,961,386	$5,689,789	$2,967,495	$320,969	$518,406,688
Percent of Total	68.87%	11.51%	7.72%	4.28%	1.65%	4.24%	1.10%	0.57%	0.06%	100.00%

Summary by Functional Classification

District	Instruction	Academic Support	Admin/Instr. Support	Student Services	M & O of Plant	Scholarships	Public Service	Contingencies	Transfers & Auxiliary Enterprises	Totals
Cochise	11,304,056	730,241	4,076,955	2,343,599	2,602,713	502,961	13,164	0	1,624,188	23,197,877
Coconino	3,667,547	1,184,217	1,918,026	1,011,208	979,804	19,554	0	0	0	8,780,356
Graham	7,718,734	437,582	2,925,237	2,189,803	2,116,358	0	0	0	0	15,387,714
Maricopa	151,127,560	32,768,091	57,939,231	22,376,772	25,728,146	0	201,113	0	0	290,140,913
Mohave	5,327,026	3,006,287	3,052,183	1,205,973	1,409,984	0	0	0	0	14,001,453
Navajo	5,715,846	729,508	4,441,409	735,118	1,240,075	207,410	0	0	0	13,069,366
Pima	41,699,350	13,884,730	18,287,005	11,109,858	7,617,384	0	0	0	0	90,598,327
Pinal	10,130,812	1,806,442	4,596,578	1,475,268	3,020,499	143,533	62,203	0	0	21,235,335
Yavapai	10,139,943	2,445,302	6,054,409	1,840,739	2,144,463	0	62,306	0	0	22,687,162
Yuma-La Paz	9,929,289	1,639,448	3,373,689	2,012,454	2,353,305	0	0	0	0	19,308,185
State Totals	$256,760,163	$58,631,848	$104,664,722	$46,300,792	$49,212,731	$873,458	$338,786	$0	$1,624,188	$518,406,688
Percent of Total	49.53%	11.31%	20.19%	8.93%	9.49%	0.17%	0.07%	0.00%	0.31%	100.00%

Summary of Investment in Plant

Ending Balance Investment in Plant

District	Equipment	Buildings	Land	Improvements (Other)	Library Books	Interest	Construction in Progress	Non-Capitalized	Totals
Cochise	7,240,479	16,303,414	1,170,342	2,868,751	1,117,167	0	0	2,352,462	31,052,615
Coconino	3,172,535	23,350,306	1,089,000	84,728	27,729	0	0	0	27,724,298
Graham	9,763,658	28,539,182	4,324,000	1,034,147	851,761	0	0	0	44,512,748
Maricopa	116,998,154	357,592,868	28,498,447	27,982,774	8,655,389	0	29,030,876	0	568,758,508
Mohave	2,973,974	17,508,059	795,119	1,397,515	1,572,473	0	0	0	24,247,140
Navajo	11,181,438	15,083,357	440,241	4,177,117	848,099	0	0	0	31,730,252
Pima	33,443,656	128,458,717	12,652,825	0	4,631,016	0	0	28,483,330	207,669,544
Pinal	14,154,275	40,248,381	1,860,147	0	1,532,767	0	0	0	57,795,570
Yavapai	10,162,020	32,058,758	1,113,328	3,466,646	2,181,707	0	0	0	48,982,459
Yuma-La Paz	9,664,359	31,278,441	543,607	8,410,333	1,379,357	0	0	5,905	51,282,002
State Totals	$218,754,548	$690,421,483	$52,487,056	$49,422,011	$22,797,465	$0	$29,030,876	$30,841,697	$1,093,755,136

Summary of Interest Payments on Bonds and Other Debt

Description	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
General Obligation Bonds	0	1,219,393	0	13,910,468	0	611,725	4,020,425	24,030	370,680	379,346	20,536,067
Revenue Bonds	0	0	0	699,732	0	0	348,365	462,420	112,275	28,735	1,651,527
Certificates of Participation	117,931	2,232	0	0	282,683	104,598	544,428	0	0	0	1,051,872
Capital Leases	0	0	0	16,736	0	0	0	0	0	0	16,736
Pledged Revenue Bonds	0	0	0	0	0	0	0	554,258	195,443	28,823	778,524
State Totals	$117,931	$1,221,625	$0	$14,626,936	$282,683	$716,323	$4,913,218	$1,040,708	$678,398	$436,904	$24,034,726

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Summary of Bonds Issued and Retired and Other Debt

	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
General Obligation Bonds											
Outstanding (July 1, 2000)	0	25,000,000	0	283,035,000	0	11,620,000	85,630,000	885,000	7,839,373	14,720,000	428,729,373
Add: New Issues	0	0	0	52,545,000	0	0	49,980,000	0	0	0	102,525,000
Less: Redemptions	0	540,000	0	13,045,000	0	915,000	4,160,000	425,000	645,466	1,125,000	20,855,466
Unamortized Discount	0	0	0	0	0	0	0	0	0	0	0
Outstanding (June 30, 2001)	0	24,460,000	0	322,535,000	0	10,705,000	131,450,000	460,000	7,193,907	13,595,000	510,398,907
Revenue Bonds											
Outstanding (July 1, 2000)	0	0	0	16,355,000	0	0	7,180,000	8,885,000	2,040,000	865,000	35,325,000
Add: New Issues	0	0	0	0	7,600,000	0	0	0	0	0	7,600,000
Less: Redemptions	0	0	0	1,980,000	0	0	860,000	320,000	110,000	200,000	3,470,000
Outstanding (June 30, 2001)	0	0	0	14,375,000	7,600,000	0	6,320,000	8,565,000	1,930,000	665,000	39,455,000
Certificates of Participation											
Outstanding (July 1, 2000)	2,075,000	175,000	0	0	4,595,000	1,680,000	9,810,000	0	0	0	18,335,000
Add: New Issues	0	0	0	0	0	0	9,070,000	0	0	0	9,070,000
Less: Redemptions	185,000	175,000	0	0	390,000	145,000	9,810,000	0	0	0	10,705,000
Outstanding (June 30, 2001)	1,890,000	0	0	0	4,205,000	1,535,000	9,070,000	0	0	0	16,700,000
Capital Leases											
Outstanding (July 1, 2000)	0	0	0	197,862	0	0	0	0	0	0	197,862
Add: New Leases	0	0	0	0	0	0	0	0	0	0	0
Less: Payments	0	0	0	62,708	0	0	0	0	0	0	62,708
Outstanding (June 30, 2001)	0	0	0	135,154	0	0	0	0	0	0	135,154
Pledged Revenue Obligations											
Outstanding (July 1, 2000)	0	0	0	0	0	0	0	11,220,000	4,425,000	855,000	16,500,000
Add: New Issues	0	0	0	0	0	0	0	0	0	0	0
Less: Redemptions	0	0	0	0	0	0	0	710,000	315,000	270,000	1,295,000
Outstanding (June 30, 2001)	0	0	0	0	0	0	0	10,510,000	4,110,000	585,000	15,205,000
Total Debt Outstanding	$1,890,000	$24,460,000	$0	$337,045,154	$11,805,000	$12,240,000	$146,840,000	$19,535,000	$13,233,907	$14,845,000	$581,894,061

Summary	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
Outstanding (July 1, 2000)	2,075,000	25,175,000	0	299,587,862	4,595,000	13,300,000	102,620,000	20,990,000	14,304,373	16,440,000	499,087,235
New Debt	0	0	0	52,545,000	7,600,000	0	59,050,000	0	0	0	119,195,000
Retirements/Payments	185,000	715,000	0	15,087,708	390,000	1,060,000	14,830,000	1,455,000	1,070,466	1,595,000	36,388,174
Unamortized Discounts	0	0	0	0	0	0	0	0	0	0	0
Outstanding (June 30, 2001)	$1,890,000	$24,460,000	$0	$337,045,154	$11,805,000	$12,240,000	$146,840,000	$19,535,000	$13,233,907	$14,845,000	$581,894,061

Cost Per Full-Time Equivalent Student Factors

General Fund Operational Cost Per FTSE

District	Total Basic FTSE	General Fund Operating Expenditures	Operating Cost Per FTSE
Cochise	3,528	23,197,877	6,575
Coconino	1,652	8,780,356	5,315
Graham	3,191	15,387,714	4,822
Maricopa	55,464	290,140,913	5,231
Mohave	2,279	14,001,453	6,144
Navajo	2,414	13,069,366	5,414
Pima	17,626	90,598,327	5,140
Pinal	3,409	21,235,335	6,229
Yavapai	2,936	22,687,162	7,727
Yuma-La Paz	3,629	19,308,185	5,321
State Totals	96,128	$518,406,688	$5,393

Operating State Aid Per FTSE

District	Total Basic FTSE	Operating State Aid Received	Operating Cost Per FTSE
Cochise	3,528	6,321,400	1,792
Coconino	1,652	3,130,800	1,895
Graham	3,191	5,645,600	1,769
Maricopa	55,464	47,945,800	864
Mohave	2,279	4,048,800	1,777
Navajo	2,414	4,326,300	1,792
Pima	17,626	19,963,100	1,133
Pinal	3,409	6,165,100	1,808
Yavapai	2,936	5,079,600	1,730
Yuma-La Paz	3,629	5,312,700	1,464
State Totals	96,128	$107,939,200	$1,123

Note: FTSE totals do not include Skill Center FTSE (Maricopa 969, Pima 402, Yuma/LaPaz 89).

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Arizona Community College
Teacher Certification, Faculty
(Full- and Part- time)
FY 2000-2001

ARIZONA COMMUNITY COLLEGE TEACHER CERTIFICATION

The State Board of Directors for Community Colleges of Arizona recognizes that superior teaching is the primary objective of community college faculty. Accordingly, it has established statewide certification standards, pursuant to A.R.S. §15-1425.4.

During FY 2000-2001 there were a total of 4,732 teaching certificates issued by the State Board.

In 1995, the Certification department implemented a program of Continuous Quality Improvement. The findings from a customer service survey, conducted FY 2000-2001, revealed that the average overall quality of service was 4.42 on a scale of 5 (Excellent) to 1 (Very Poor). The survey revealed that 94% of those surveyed thought the certification application and the guidelines were clear. The survey also reflected that 98% of the customers felt that the certification staff was knowledgeable, courteous and helpful. Out of those surveyed, 76% thought they received their certificate in a timely manner.

CERTIFICATION FEE SCHEDULE (Effective July 1, 2000)

A.	Lifetime Certificate (Life)	$65.00
B.	Regular Certificate (six years)	$50.00
C.	Special (two years)	$30.00
	Special renewal (six years)	$30.00
D.	Provisional (non-renewable)	$25.00
E.	District Specific (two years)	$30.00
	District Specific renewal	$30.00
F.	Evaluation, Duplicate, Name Change, Additional Teaching Field	$15.00
G.	Internship (six months)	$10.00

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SUMMARY OF TEACHER CERTIFICATES ISSUED

Type of Certificate	Certificates Issued
A. **LIFETIME CERTIFICATES** — Lifetime certificates are valid for Life unless revoked. They are issued for full-time and part-time teaching.	1,044*
B. **REGULAR CERTIFICATES** — Regular certificates are valid for six years and are renewable. They are issued for full-time and part-time teaching in both academic and occupational fields.	330
C. **SPECIAL CERTIFICATES** — For individuals not eligible for a Regular certificate, a Special certificate may be issued allowing them to teach part-time (fewer than twelve credits per semester). Special certificates are valid for two years and are renewable for six years.	2,013
D. **PROVISIONAL CERTIFICATES** — For individuals who have not completed the required Community College Course, a Provisional certificate may be issued which is valid for two years and is non-renewable. Provisional certificates are issued for full-time and part-time teaching in both academic and occupational fields.	1,172
E. **DISTRICT SPECIFIC CERTIFICATES** — A Community College district may request, in writing, certification for a person with unique qualifications who can not meet certification requirements in the desired teaching discipline. Requests for the District Specific certificate must be under the explicit signature of the Chief Executive Officer or Chief Academic Officer of the district. Monitoring by the State Board is conducted annually. District Specific certificates are valid for two years and are renewable for six years.	173
CERTIFICATES ISSUED FY 2000-2001	**4,732**

*The certificates previously titled "Regular" but valid for Life are included in this figure.

Faculty (Full- and Part-Time)
Fall 2000

Fall 2000 District	Full-Time Number	Full-Time %	Part-Time Number	Part-Time %	Total Faculty
Cochise	93	22.6%	319	77.4%	412
Coconino	22	11.9%	163	88.1%	185
Graham	80	28.7%	199	71.3%	279
Maricopa	1,280	25.7%	3,692	74.3%	4,972
Chandler-Gilbert	82	29.4%	197	70.6%	279
Estrella Mountain	44	28.0%	113	72.0%	157
GateWay	78	24.4%	242	75.6%	320
Glendale	267	29.6%	634	70.4%	901
Mesa	299	27.1%	805	72.9%	1,104
Paradise Valley	87	23.3%	286	76.7%	373
Phoenix	186	29.3%	449	70.7%	635
Rio Salado	19	4.2%	431	95.8%	450
Scottsdale	168	28.8%	416	71.2%	584
South Mountain	50	29.6%	119	70.4%	169
Mohave	61	15.7%	327	84.3%	388
Navajo	54	15.3%	299	84.7%	353
Pima	382	23.1%	1,271	76.9%	1,653
Pinal	91	20.8%	347	79.2%	438
Yavapai	87	17.8%	402	82.2%	489
Yuma-LaPaz	99	28.2%	252	71.8%	351
State Totals	2,249	23.6%	7,271	76.4%	9,520

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Federal Vocational Education Funding
FY 2000-2001

FEDERAL VOCATIONAL EDUCATION FUNDING
FISCAL YEAR 2000-2001

FEDERAL FUNDS AVAILABLE
ADMINISTERED BY THE STATE BOARD OF DIRECTORS
FOR COMMUNITY COLLEGES OF ARIZONA

DISTRICT	BASIC GRANT	TECH PREP	TOTAL
Cochise	$176,563	$154,855	$331,418
Coconino	$148,015	$116,609	$264,624
Graham	$174,358	$121,000	$295,358
Maricopa	$840,683	$0	$840,683
Mohave	$110,398	$0	$110,398
Navajo	$240,156	$77,290	$317,446
Pima	$296,028	$0	$296,028
Pinal	$161,126	$123,400	$284,526
Yavapai	$118,730	$84,250	$202,980
Yuma--La Paz	$200,089	$0	$200,089
State Leadership	$175,000	$0	$175,000
TOTAL	$2,641,146	$677,404	$3,318,550